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ABSTRACT

A product of the 1982 American Indian Language Development Institute, sponsored by the Center of Indian Education and the Bilingual Education Service Center at Arizona State University, the curriculum guide reflects valuable language and cultural information of six tribal language groups (Hualapai, Havasupai, Papago, Pima, Ute, and Shoshone). Developed by respective tribal members attending the summer institute, the curriculum reflects bilingual-bicultural teaching approaches to be used with K-12 students. Designed for educators, students, community resources and schools, the guide is presented in six tribal sections. Each section introduces the tribe and language, describes the tribe's bilingual program, outlines the school's philosophy and educational goals, presents orthographical information on the tribal language (alphabet, symbols, pronunciation), and offers the language and cultural unit plan with bilingual curriculum lesson plans. Topics of units include tribal customs, poetry, childrearing, traditional games, linguistics, songs/music, foods, kinship ties, storytelling, dances, arts and crafts, and clothing. (ERB)

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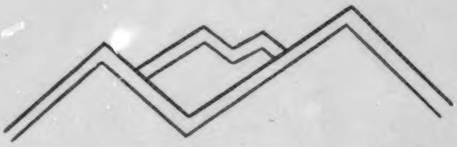

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FOREWORD

If one reads histories of the education of American Indians, one is struck by the insensitivity toward and callous attitudes about language imbedded in the instructional programs. Those who dominated schooling rejected attempts to foster teaching and learning in the languages which the students knew best.

Happily, change is occurring. American Indian children are receiving instruction in the rich languages of their ancestors. More important, the languages are receiving serious and systematic study by parents and teachers.

The *American Indian Language Development Institute*, Volumes I and II, represent an additional step in the important process of instructional development. Volume I is the Synthesis and Analysis of Data and Volume II is a Curriculum Guide. They provide insights and information about language use and the links between language and academic success. I am especially pleased that the College of Education at Arizona State University has been associated with these important developments.

Robert T. Stout, Dean
College of Education
Arizona State University

PREFACE

The American Indian language groups who attended the American Indian Language Development Institute during the Summer of 1982 were an extraordinary people. Through their knowledge, their effort and commitment to bilingual education, tremendous progress was gained in the development of linguistics and curriculum development with the different tribal languages.

The six tribal languages represented at the Institute belong to the Yuman and the Uto-Aztecan language families. The Yuman languages are Hualapai and Havasupai. The Uto-Aztecan languages are Papago, Pima, Ute and Shoshone. Appreciation is extended to all the students who worked in the Linguistics and in the Curriculum Development courses during the Institute.

The staff of the Institute also contributed significant and beneficial work to ensure that the learning process would be of quality and relevance to the students. Overall, the Institute proved to be an exciting and rewarding experience for the students and the staff.

Suzanne Weryackwe
Curriculum Specialist
BILINGUAL EDUCATION
SERVICE CENTER

ACKNOWLEDGEMENTS

Appreciation is extended to Robert T. Stout, Dean of the College of Education at Arizona State University, for his support of American Indian Bilingual Education.

Gratitude is expressed to the sponsors of the Institute: John Roulliard, for his ideals, leadership and appreciation of individuals and to Milo Kalacteca for his arrangements and efforts to make the Institute a success.

Special thanks to the instructors and consultants for their invaluable instruction, resourcefulness and guidance during the Institute. The tribal elders were unique contributors and a tremendous asset to the language and cultural experience; their presentations were enjoyable and it was an honor to have them share their customs.

Tribute goes to Dennis Salas for his expertise and involvement with the documentation of the Institute which is provided in the publication on the Synthesis and Analysis of Data, Volume I. Thanks to Susan Benally who has been an attribute to our Center and especially for her assistance with coordination and documentation of the Institute. Genuine appreciation is expressed to Abbie Gibson who returned from medical leave to assist with the finalization of the Institute and assistance in editing the curriculum guide. Our professional staff are highly qualified people in Indian and bilingual education and their contributions have been significant and admired.

The total Bilingual Education Service Center staff have been invaluable and thanks goes to all.

The Director and staff of Manzanita Hall were instrumental in meeting the needs of Institute staff and students.

Through efforts and tremendous work of the above resources, an excellent American Indian Language Development Institute was held.

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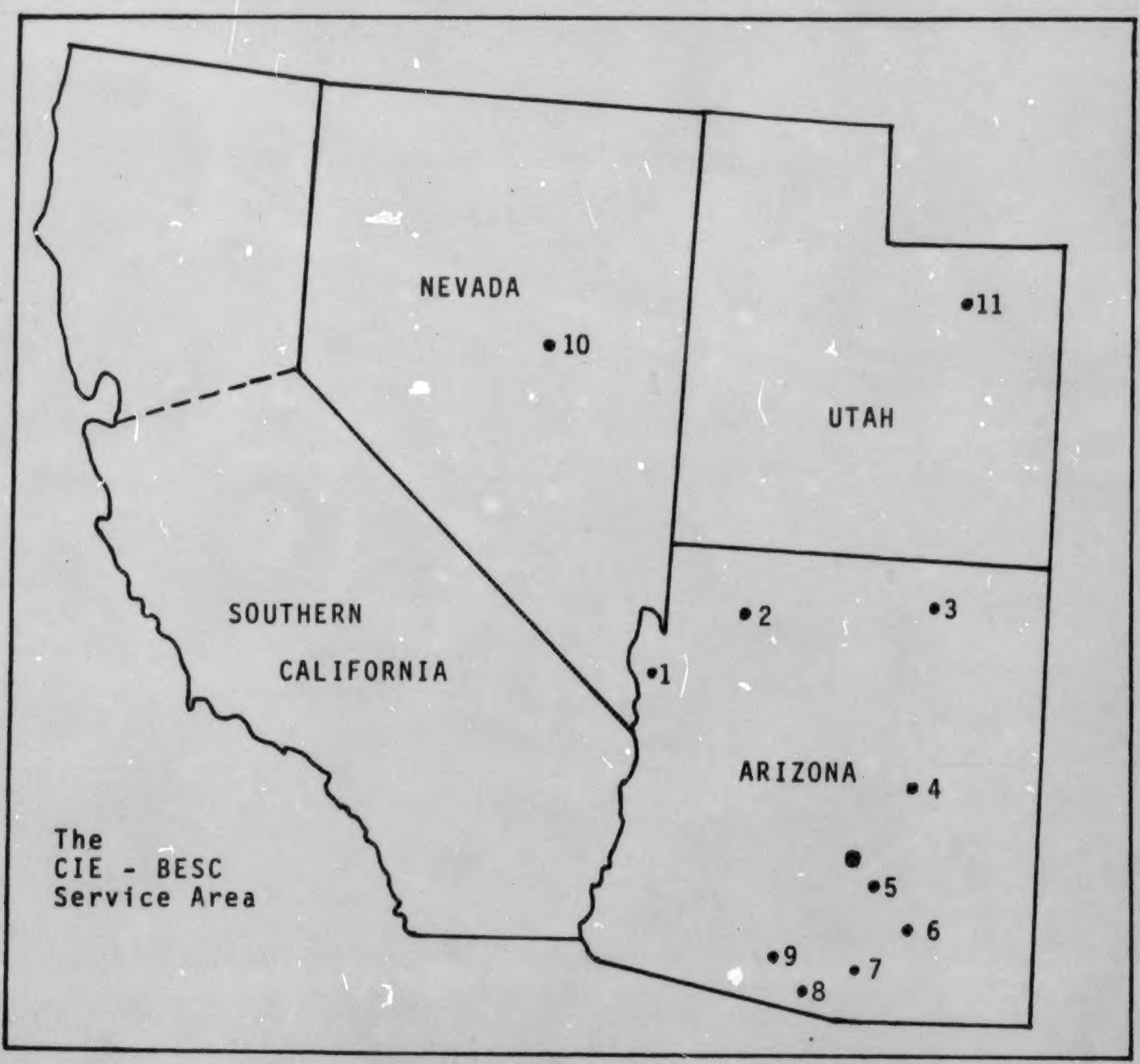
There are eleven Title VII projects that receive the services of CIE-BESC. These projects include:

Project Site	Language Group
1. Peach Springs	Hualapai
2. Supai	Havasupai
3. Hotevilla	Hopi
4. White Mountain	Apache
5. Sacaton	Pima
6. Tucson	Yaqui
7. Sells	Papago
8. Santa Rosa	Papago
9. San Simon	Papago
10. Duckwater	Shoshone
11. Fort Duchesne	Ute


NEVADA
10
UTAH
11
SOUTHERN
CALIFORNIA
ARIZONA
2
3
1
4
5
6
9
7
8

The
CIE - BESC
Service Area

AMERICAN INDIAN LANGUAGE DEVELOPMENT INSTITUTE

CURRICULUM GUIDE

AMERICAN INDIAN LANGUAGE DEVELOPMENT INSTITUTE

CURRICULUM GUIDE

INTRODUCTION

The American Indian Language Development Institute Curriculum Guide represents an innovative approach for strengthening bilingual education. This Indian curriculum guide offers opportunity and growth for Indian students to develop with their native language and the English language. The quality of this guide results from the insight of tribal perspectives to provide improved instructional plans toward the reinforcement of their tribal languages.

During the American Indian Language Development Institute (AILDI) at Arizona State University, the students of the program received instruction in Linguistics and Curriculum Development. The students gained significant knowledge from both courses. As a result of the Institute, the instructional plans are being documented. The instructional plans developed by the students reflect valuable language and cultural information. We acknowledge the contributions by all the students to make this guide possible.

The Institute participants were from six tribal language groups belonging to two language families, the Yuman and Uto-Aztecan. The Yuman family represented were the Hualapai and Havasupai. The tribes belonging to the Uto-Aztecan family were the Papago, Pima, Ute and Shoshone. The curriculum developed by the respective tribal members is designed to reflect bilingual-bicultural teaching approaches to be used with K-12 students. The curriculum format is unique and the tribal units and lessons demonstrate relevance to the nature of bilingual-bicultural education.

The Institute was exceptional in that students from the six tribal language groups worked with diligence and commitment to develop their writing systems and orthographies of their respective tribes. The different tribes varied in their level of native language development. The Hualapai, Havasupai, Papago, and Pima are highly developed in their written languages due to existent, adopted orthographies. The Ute and Shoshone have oral languages with unofficial orthographies. The linguists offered tremendous instruction and skills development for the Ute and Shoshone to begin writing their language. The Hualapai, Havasupai, Papago and Pima expanded upon their language knowledge. This distinction is noticeable, although excellent cultural materials have been formulated.

The result of the curriculum developed by the students is a rich portrayal of unique tribal heritage and culture of the six tribes. The American Indian Language Development Institute shares these units and lesson plans to serve as a model for other tribes to develop their language and cultural curriculum.

The curriculum is interesting and authentic. The nature of this guide is that it provides tribal insights of instruction in Linguistics, Language Arts, Social Studies, Home Economics, Music, Science and Health. Each tribal section of this guide is geared for certain levels on various topics and may be cross-referenced with many subjects. Students determined topics to be studied and several interesting cultural aspects have emerged.

The Institute staff feel that this curriculum guide will benefit educators, students, community resources and schools supportive of American Indian bilingual education. The future of American Indian language development appears to be brighter and stronger. We are indebted to our tribal native speakers for the wealth of their language and cultural knowledge. Prospects for future coordination with linguists, educators and native speakers will be our hope to improve educational opportunities and growth for our Indian children.

PHILOSOPHY AND RATIONALE

The philosophy of the American Indian Language Development Institute is based on the premise that American Indian tribes have great knowledge of their language and culture which should be utilized and incorporated within the educational systems that their children attend. The curriculum should be based on the concepts, experiences, and environment of the children. The community should have input and control of the curriculum that is taught to their children.

The rationale of the American Indian Language Development Institute is to provide direction and guidance for Indian instructors to acquire skills in the areas of linguistics and curriculum development in order to develop and reinforce the teaching of the children through the language and culture of their respective communities. The Institute was designed to encourage the Indian tribes from the Yuman and Uto-Aztecan language families to develop and refine their writing systems or orthographies for the purpose of recording and documenting tribal histories for permeation into the school curriculum.

The curriculum developed should be based on the child's language and culture to promote positive growth of his/her self image. The self respect and pride of the individual tribal member makes it possible for him/her to become a contributing member of any community they choose to live in. The integration of the language and culture provides an organizing framework with realistic set of tools which can bring educators, community people and linguists together in a collective effort toward maintenance of the tradition of the tribal identity.

The primary rationale for bringing together six tribes of the two language families, the Yuman and Uto-Aztecan, was based on the American Indian value system of sharing. The sharing of common problems and successful experiences in language and cultural curriculum development within respective tribes and within two distinctive language families was reinforced during the Institute. This curriculum guide is an example of the sharing of tribal cultures and their unique traditions as portrayed through the unit and lesson plans developed by the students. The unique cultural traditions of the distinct tribes, the Pima, Papago, Hualapai, Havasupai, Ute and Shoshone were exchanged by the tribal elders, participants and instructional staff which contributed positively toward the educational growth of everyone involved.

CURRICULUM DEVELOPMENT PROCESS

There are many processes for curriculum development. The process that has been used for the American Indian Language Development Institute is an adaptation of Ralph Tyler's, Basic Principles of Curriculum and Instruction.

This specific process has provided a firm foundation for the tribal participants to develop curriculum based on the linguistic analysis and culture of their respective tribes. This curriculum approach reflects the background of the child, community, the philosophy of education, and the theory of learning that supports the participant's tribal background. As a result, this approach provides a realistic and basic framework for the students of the Institute to plan and design language and cultural units and lesson plans about their tribal culture and language, especially for language development of children.

Curriculum Development Guidelines

Curriculum development is based on:

1. Child
2. Community
3. Philosophy of Education
4. Theory of Learning
5. Organized Instructional Format

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Only after the five areas of curriculum development have been identified, can one realistically develop curriculum for the target children. These five concerns support the educational purpose of designing relevant curriculum. For further clarification the five areas are defined as:

1. CHILD (LEARNER)

   Characteristics - Identify the attributes and recognizable characteristics of the learner, i.e., age, tribal language, fluency, culture, interests, etc.

   Inferred Educational Goals - The educational system or curriculum goals should be based on the characteristics of the learner. This would further reinforce the basis of child-centered teaching.

2. COMMUNITY

   Characteristics - Identify the characteristics of the community, i.e., their tribal language, the culture, history, economics, government, etc.

   Inferred Educational Goals - The educational goals should be reflective of the community characteristics, and especially so through their input and control of the curriculum.

3. PHILOSOPHY OF EDUCATION

   This includes how the community views education and life. Philosophy involves the interaction of man within his environment and society, man's individual worth, and his purpose in life, ideals to improve life, as well as the role of the teacher in the classroom in relation to student development. An example of the Papago philosophy is:

   San Simon School Philosophy

   We of San Simon School think of ourselves as a community of learners. . . . Education is important to us. Education is a life-long adventure to us. Think carefully about the man in the maze. School is one part of education, an important part, but still only a part. This firm conviction is one of the reasons we prefer to think of ourselves as a community of learners rather than just a school. School is also very new. Learning life the Papago way is very old. We want to combine the best of the old and the best of the new. We want to be perhaps like the saguaro who sprouts, grows, makes fruit for many years and then dies, but leaves us his ribs to make new things, as well as seeds from which grow new saguaros almost just like the old one.

Our school life reflects these basic beliefs. Our curriculum is a blending of the old and the new, our ways and the ways of others. Through our bilingual classes we try to teach our young students basic school concepts in the language they know best, our language. Throughout their years with us, they learn Papago and English speaking, reading and writing, as well as learning through both languages.

Because we know that we grow a little like the saguaros, in different ways and at different speeds, we have curricula in some subject areas like math and reading that go in small steps. Some students may go fast and then slow down as others may start slower and then go fast. In such subjects, some things must be learned before others can be, just as the saguaro must blossom before bearing fruit.

. . . The composition of our staff is one of the clearest expressions of our philsophy. To be a community, we cannot all be the same. We welcome and need diversity among people to complete the dynamic whole that is our community. . . We think it is important to learn to see the world through each other's eyes.

Together let us choose our paths confidently and make them broad and long so that all our people may see us and be proud.

4. THEORY OF LEARNING

The theory of learning is based on how the child has learned best before entering school. This includes how he/she was taught in the home, in the community, and in his environment. Does the child learn best through active involvement with concrete materials or through passive learning. The approach found to be effective and conducive to learning best is the child-centered environmental learning approach. Idealistically, this approach should be incorporated within the organization and methodology of the school setting.

5. ORGANIZED INSTRUCTIONAL FORMAT

Having specified our learning experiences, we must now answer the question, "How can these educational experiences be effectively organized?"

Ralph Tyler suggests that we consider three major criteria for effective organization:

1) continuity of major curriculum elements is required.
2) sequence of successive experiences built upon each other and modified for challenge.
3) integration of curriculum experiences.

The organization elements are the skills, concepts and values that the curriculum is built around. Organizing principles include "chronological ordering, increasing breadth of application, increasing the range of activities included, the use of description followed by analysis, the development of specific illustrations followed by broader principles to explain these illustrations, and the attempt to build an increasingly unified world picture from specific parts which are then built into larger wholes. These elements can then be structured into moving from the identification of subjects to the lesson plan.

The more complex planning is the unit plan. This type of planning is broad and general in nature and will enable the instructor to see the related and integrated aspects of desirable learning experiences for children. Objectives, possible learning problems, possible activities, community resources, instructional materials, references for children and teachers, and the evaluation techniques are listed.

Basically, the same is shown for the lesson plan, although within the lesson plan more specifically designed, daily 15-30 minute learning activities are mapped out. The lesson plan will refer to or be only a part of the unit plan of teaching.

The format for unit plans and lesson plans are illustrated to show the input of language and culture.

The following is a format for a language and cultural unit plan:

LANGUAGE AND CULTURAL UNIT PLAN

Unit A set of lessons on one topic Grades levels

Theme: Generalization of ideas as a major strand of learning

Concept(s): Mental image(s) or understanding of experiences

Goals: What the teacher is going to teach.

To teach . . . . includes:

1) the cognitive/intellectual domains which are concepts and skills
2) affective domain which are the attitudes and values

Objectives: What the student will learn and how he will demonstrate understanding of the skills or concepts taught by means of completing a lesson.

Objectives include:

1) the intended audience to receive instruction: the student - - - - "WHO"
2) the observable behavior or demonstration of what the student is to learn and perform - - - - "WHAT"
3) under certain condition(s) the content of the lesson is presented - - - - "HOW"
4) measure in quantifiable terms; defined criteria or standard of acceptability for assessing the student's performance - - - - "HOW WELL"

If the student does not complete the lesson assignment, teach again.

Suggested Activities:

List of all sorts of activities and methods to teach the lessons.

The activities include:

1) introduction - activities the teacher presents to begin the lesson(s)
2) implementation - activities the teacher will use in the actual teaching of the lesson(s)
3) conclusion - activities used to end the lesson
4) follow-up - activities at the end of the lessons and assignments

Materials and Resources Suggested:

These are to be used for planning and implementing the lessons.

Vocabulary List:

Provide and expand on words in the native language and the English language translations from the daily lessons.

Language Lesson:

Sentences in the native language and English

Related Content Areas:

Other subjects in the school curriculum

Examples: Language Arts
Science
Social Studies

Materials Prepared:

The teacher should make and compile certain materials and resources before teaching the lesson(s).

Cross-Reference with Other Cultural Awareness Lessons:

Other units or lessons will have related content-integrated subjects within the curriculum.

Examples: American Indian Oral Tradition
American Indian Customs
American Indian History

A lesson plan is a particular learning experience. Two, three or more lesson plans make up a unit plan. The following is a format of an example bilingual curriculum lesson plan:

BILINGUAL CURRICULUM LESSON PLAN

Unit The topic that includes the lessons Levels ____________

Lesson Title Identified lesson to be taught No. in sequence

Objective: What the student will learn and how he/she will demonstrate understanding of the skills or concepts taught by means of completing a lesson.

Objectives include:

"WHO" "WHAT" "HOW" "HOW WELL"

Refer to explanations on the language and cultural unit plan.

Procedures: Techniques - activities - approach

List the steps and how the lesson is to be taught.

Description of Activities:

Outline of specific presentations, demonstrations, and ways of learning involving the teacher and students and other resources identified.

Resources:

1. People -
2. Materials -
3. Information -
4. Equipment -

Evaluation: Measurement or amount of student gain which shows or demonstrates that he/she learned the concept or skill through follow-up activity, i.e., formal or informal test or through specific assignment(s), as well as products developed.

LANGUAGE	DEVELOPMENT
Vocabulary List of native words and English translated words	Content Emphasis Main purpose of the lesson Thinking Emphasis Identified cognitive skills through specific exercises, i.e., production, problem-solving, planning, etc. Language Emphasis Communication skills, i.e., description, prediction, discussion, recitation, etc.

AMERICAN INDIAN LANGUAGE DEVELOPMENT INSTITUTE

MODEL

The American Indian Language Development Institute (AILDI) Model was pilot tested in 1977 at San Diego State University with the American Indian Studies Department. The model was designed with the Yuman language family. In 1978, 1979 and 1982, the model included Yuman and Uto-Aztecan language families.

The framework of the model involves Indian participants already fluent in their own American Indian language, thus freeing us from the need of first teaching the language to the participants and then attempting to train them to teach it to others. Such a plan, while idealistic, is almost impossible to achieve; beginning as we did, with the language-learning task already out of the way for the participants, we were able to devote our full attention to the necessary training in analysis of the language and application of that analysis to the educational needs of the community. We are satisfied that we have developed an outstanding pedagogical model for developing American Indian language programs without the barrier of a specific focus on each and every individual language and dialect.

After four years with the program, we are now able to look back with pride at the number of people who have maintained their connection with the language development program in their communities. In so doing, they have become influential in elevating the respect for Indian language programs among the citizens of those communities. The end result, of course, has been an increasing interest and enjoyment on the part of Indian children with regard to their schools.

I. WORKSHOP FORMAT

Each daily session follows approximately the same schedule with only minor variations, as outlined below.

Morning - LINGUISTICS

9:00 am - 10:00 am	A one-hour lecture on a general linguistic topic presented by a member of the staff or a consultant selected by the staff.
10:00 am - 11:00 am	A break into small discussion groups by tribal membership and/or by American Indian language. These groups meet individually to discuss the application of the morning lecture to their respective language/situation.
11:00 am - 12:00 pm	A return to the joint meeting in which one member of each small group reports for that group with problems or progress discussed.
Lunch Break	- -

Afternoon - CURRICULUM DEVELOPMENT

1:00 pm - 2:00 pm	A one-hour lecture on the application of the material covered in the morning lecture to the classroom in pedagogy or curriculum, or both.
2:00 pm - 3:00 pm	A break into work groups by tribal membership. Trial materials are developed based on the two lectures of the day, curriculum unit and lesson plans were made for the classroom use, and ideally micro-teaching situations would be scheduled at least once a week.
3:00 pm - 3:30 pm	A return to the joint meeting to: a) make announcements; b) do general "housekeeping" tasks; c) turn in work from the afternoon sessions to staff; d) pick up homework assigned by the staff; and e) discuss any urgent problems to be handled then
3:30 pm - 5:00 pm	Staff meeting is held to evaluate the curriculum taught during the day, plan for next day/week, discuss problems, i.e., tutoring, etc.

Evening - TUTORING

7:00 pm - 10:00 pm	Sessions with tutors for those who wish or need individual attention; office hours for staff to meet with participants.

II. SAMPLE DAY

A sample day is presented in more detail below.

Morning - LINGUISTICS

Lecture - Types of writing systems; the advantage and disadvantages of each type; making the choices for student's own language.

Small groups - Discussion of the lecture for the given language; a working decision as the best choice of a writing system for the given language.

Joint session - A report of decisions and perhaps problems for each group from a delegate chosen by the group.

Lunch Break

Afternoon - CURRICULUM DEVELOPMENT

Lecture - How to teach the consonant symbols; how to decide on the order in which they should be taught; what to do about the interference from the English or other writing system; how to begin using the symbols in curriculum materials. It will be assumed that students have had prior teaching and have acquired the skills in writing goals, objectives and activities to properly write units and lesson plans.

Small groups - Each group begins writing simple word lists using the set of symbols chosen for their language that morning; since this session deals with consonant symbols, a dummy symbol (such as X or 0) is used wherever a vowel would ordinarily occur.

Joint session - Hand in work to staff and get homework assignments; take care of announcements and other housekeeping details.

Dinner Break

Evening - TUTORING

Group sessions - Linguists are available for further explaining and providing added assistance on writing systems.
Curriculum instructors are available for assistance with proper unit and lesson planning procedures.

This model is flexible and includes the various levels of experience and educational backgrounds of students. The levels are beginning, intermediate, and advanced linguistic and curriculum groups. The course is designed with lectures, assignments and tutoring sessions based upon student skills.

LANGUAGE AND CULTURAL UNIT PLAN

Unit Curriculum Development - Unit & Lesson Plans Grades AILDI Instructional Staff

Theme: Effectively plan to teach the language and culture to be integrated into the school curriculum.

Concepts:

A curriculum is a course of study.

The cultural aspects of an individual are traditions and customs and beliefs.

Curriculum to be developed has to be based on characteristics of the learner and his/her community in order to be more effective.

Goals:

To teach the student how to write curriculum units and lessons.

To teach the student how to appreciate the structure of a well organized teaching plan of the language and culture of the learner.

To develop locally-based curriculum units and lesson plans which can be implemented as the core curriculum.

Objectives:

1. The student will be able to write 5 instructional objectives with 100% accuracy in class and as homework.
2. The student will be able to write 3 goals for a cultural unit with 100% accuracy as a written assignment.
3. The student will write one unit on their native vowels with 100% accuracy.
4. The student will write one unit on their native consonants with 100% accuracy.
5. The student will write 4 unit plans and 2 lesson plans on a cultural area of his/her choice with at least 80% accuracy.

Suggested Activities:

Handouts will be provided.

Work sessions on writing instructional objectives, goals, concepts, and themes will be conducted.

Research other curricula for ideas for unit planning.

Develop units and lesson plans on cultural aspects of the respective tribes.

Group discussions will be held.

Evaluation:

Require 4 unit plans and 2 lesson plans to be developed by student and reviewed by instructor based on 100 point system for the unit plan and 50 points for lesson plan.

Test the student on four components of the instructional objective based on 5 point system.

Materials and Resources Suggested:

Handouts and dittos
Resource people & consultants
Blackboard
Tagboard
Easel and paper
Feltmarkers
Indian curriculum examples

Vocabulary List:

Curriculum
Philosophy
Learner
Goal
Objective
Evaluation
Themes
Concepts
Culture
Theory
Cognitive Domain
Unit planning
Lesson planning

Language Lesson: Write the meanings in sentences using the vocabulary words.

Related Content Areas:

Social Studies
Linguistics
Language Arts
Science
Health
Home Economics

Materials Prepared: Handouts: Theories
Cognitive Domain
Lesson plans
Unit plans
Reading resources

Cross-Reference with Other Cultural Awareness Lessons:

Indian Studies
Lesson Planning
Language Lessons
Linguistic Analysis
Language Development
Lexicography

BILINGUAL CURRICULUM LESSON PLAN

Unit Curriculum Development - Unit & Lesson Plans Grades AILDI Instructional Staff

Lesson Title Instructional Objectives

Objective: 1. The student will be able to write 5 instructional objectives with 100% accuracy.

Procedures: Present the 4 components of a student outcome objective:
Who What How How Well

Present Bloom's Taxonomy on Cognitive Domains

Description of Activities:

Student to practice writing instructional objective.
Test student on writing instructional objectives.

Resources:
1. People - staff, consultants, student presentations
2. Materials - handouts, tagboard, pens, worksheets
3. Information - explanation and example verbs in Bloom's Taxonomy on Cognitive Domains; description of 4 components of student outcome objectives
4. Equipment - easel and blackboard

Evaluation:
In-class written exercises
Homework assignments
Objectives written in unit and lesson plans assigned
Test the student to ensure that all 4 components of the instructional objective are included with 100% accuracy.

LANGUAGE DEVELOPMENT

Vocabulary

Who
What
How
How Well
Student Outcome
Recall
Comprehension
Application
Analysis
Synthesis
Evaluation

Content Emphasis
Components of instructional objectives
Bloom's Taxonomy of Cognitive Domain

Thinking Emphasis
Developing understanding and skills in Bloom's Taxonomy of Cognitive Domain and writing instructional objectives and understanding the 4 components

Language Emphasis
Incorporation of native words in vocabulary and language lessons

HUALAPAI BILINGUAL EDUCATION PROGRAM
PEACH SPRINGS. AZ.
TITLE VII

HUALAPAI

Introduction

The Hualapai belong to the Yuman language family. The Hualapai Reservation, located in Northwestern Arizona, is mountainous with plenty of grazing land for cattle and horses and borders the Grand Canyon region. The tribal agency is at Peach Springs, Arizona. There is one school, the Peach Springs School District, serving K-8 children. The nearest town is 50 miles away with the nearest major highway 40 miles distant. Peach Springs has no major facilities.

The school is a major community center offering many support services to all community members. Parents know that the future of the Hualapai Tribe rests in the hands of the children and how well the children will be prepared to meet the challenges of the future.

The Hualapai Bilingual Program, first funded in 1975, has become nationally recognized as an effective program among other American Indian communities. Initially, the project developed a Hualapai orthography, or alphabet, in order to allow Hualapai speakers to become literate in their first language. More recently the program has developed and published Social Studies and Language Arts Curriculum Guides, which have been adopted by the school board as district curriculum, and many resource guides and other materials closely correlate to the Arizona State Department of Education basic skills objectives. Concurrent instruction in English and Hualapai is presently possible in subject areas of Social Studies, Reading, Writing, Art, Culture and Music. Oral language development and literacy are integrated in all of these areas.

The Hualapai Bilingual Program demonstrates the following:

1) Continued academic improvement of all students.
2) Completion of the training program for the bilingual aides resulting in their becoming fully certified teachers. This enables capacity building in the school system.

3) The curriculum and instructional methodology has been strengthened.

4) Preservation and expansion of Hualapai culture has helped develop positive self images of the children.

5) Active involvement of parents in the educational process and success of their children.

6) Involvement of other areas of the community, i.e., Head Start, Tribal Council, Public Health and community members in the actual improvement of the school and community as a whole.

This has been a community based and supported program affecting every person living in our community.

Part of the design of the bilingual program has resulted in assessment of English language proficiency. The instruments utilized have been the Home Language Survey developed by the Arizona Department of Bilingual Education to determine both the role and effect of the Hualapai Indian language. Comprehensive Tests of Basic Skills for reading and language use and the Language Assessment Scales (LAS) for oral English production.

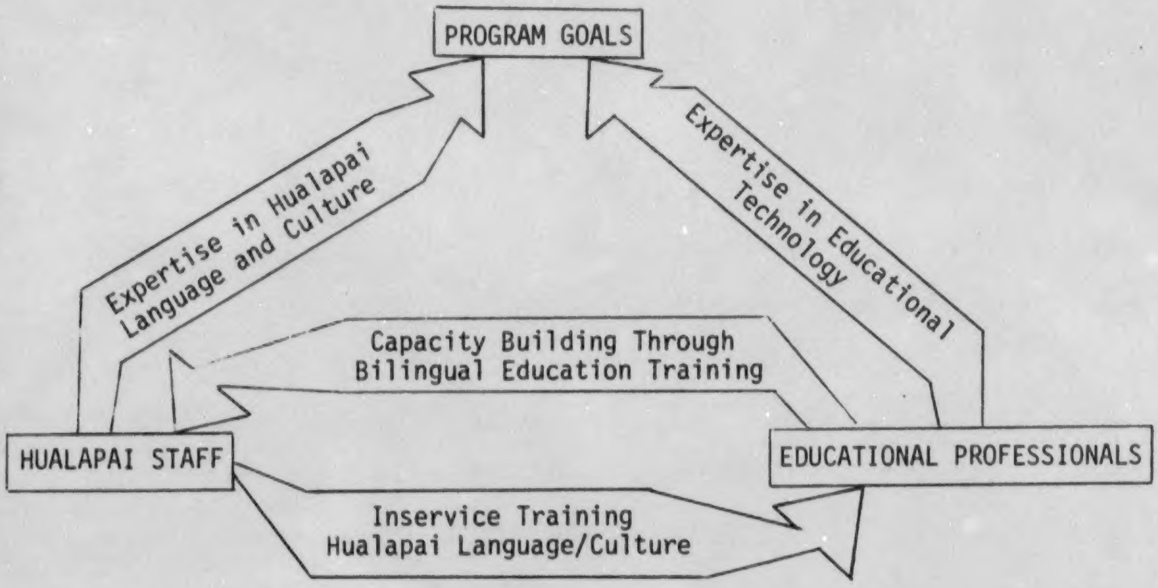
All test results indicate a direct correlation between Hualapai language development and the development of English language skills. The most fluent speakers of Hualapai are generally the most proficient in all skills areas of the English language.

The last few years has seen the development at Peach Springs of Hualapai Language Arts and Hualapai Social Studies curricula. As a result, student achievement has increased significantly in these areas. Both teachers and parents have been pleased with the student growth. This growth has been to a great extent due to the greater interest shown by the student in learning activities that center around a familiar environment, familiar content, and a familiar conceptual universe. If curricula and materials are truly to be relevant and accurate, then it is imperative that they be developed by those they are to be about. Peach Springs provides the essence of child-centered curriculum.

The Hualapai Bilingual Program is a fully institutionalized, integrated bilingual language experience program serving grades K-8. Its focus is neither strictly on English language or Hualapai language development categorically. The emphasis is on the sound development of general language usage skills. This begins from the student's frame of reference, the language s/he actually uses. Significant attention is focused on instruction which centers on the student's innate language abilities as demonstrated through spontaneous usage. Therefore, classroom instruction as well as curriculum content deals extensively with the dynamics of Hualapai/English.

As an integrated language experience program, the acquisition of language arts skills takes place through all curricular areas. In keeping with the nature of language experience, all content areas in the Hualapai curriculum are designed to accomodate and encourage language experience activities.

KNOWLEDGE AND SKILLS INTEGRATION FOR CURRICULUM DEVELOPMENT


PROGRAM GOALS
Expertise in Hualapai Language and Culture
Expertise in Educational Technology
Capacity Building Through Bilingual Education Training
HUALAPAI STAFF
EDUCATIONAL PROFESSIONALS
Inservice Training Hualapai Language/Culture

PEACH SPRINGS SCHOOL PHILOSOPHY

Our district policy of education is the unifying thread that extends throughout the educational curriculum. The school should help each individual child to develop himself to his maximum capacity and become a well adjusted, contributing member of society. To this end we believe:

1) We should recognize dignity and worth of each individual.
2) We should help each child to learn to live satisfactorily within his own group and the community.
3) We should strive to make experiences in the school a part of life experiences and to help prepare the child for a worthwhile future.
4) We should develop the appreciation of both the responsibility and benefits contributing to the worthiness of an individual and his/her interaction with the natural environment.
5) We should develop within all students the ability to make wise choices and to form independent judgment.

Educational Goals

School

To ensure that the learning environment will effectively support and develop the Hualapai language of the Hualapai students to be served.

Language

To provide appropriate bilingual education curriculum for oral and written Hualapai and English languages.

Culture

To provide cultural curriculum to reinforce the learning of traditional beliefs, values, customs and events of the Hualapai people and other cultures.

Community

To integrate environmental curriculum into subject matters that will enhance the child's experiences on the reservation and at home.

Roles and Responsibilities

To establish curriculum that teaches the familial roles and responsibilities that each tribal member carries and to increase parental involvement towards making decisions to improve the education of the Hualapai children.

Self-Concept

To learn that one's ability to function and use one's own language and culture enables a person to survive in our modern society.

HAULAPAI ALPHABET

In Hualapai the following orthographic symbols are used for the sounds of the language: 6 short vowels, 6 long vowels indicated by adding (:) to short vowels; and there are 24 consonants. The first chart is vowels and the second chart shows consonants.

VOWELS

Symbol	English Example	Hualapai Example	
a	hot	wava	"ten
a:	father	va:m	"now"
ae	cat	baeqk	"to hit"
ae:	like a in bad, but longer	gae:k	"to shoot"
e	bet	bes	"money"
e:	like e in bed, but longer	be:mk	"to be no more"
i	like i in beat, but shorter	sida	"one"
i:	sheep	misi:	"girl"
o	boy	o'p	"no"
o:	like o in toy, but longer	vo:k	"to walk"
u	full	gula	"rabbit"
u:	pool	hu:	"head"

When a word contains two or more vowels, the stress marking ' is accented for stronger stress and unaccented for the weak, and may be optionally placed.

CONSONANTS

Symbol	Pronunciation	English Example	Hualapai Example	
b	Weak p; somewhat between p and b		ba'	"man"
d	Flap: a tap of the tongue against the gum	butter (in a rapid speech)	thadab	"five"
đ	Dental d; the tongue-tip is behind the teeth on the alveolar ridge		đi:yach	"corn"
f		fist	yafo'k	"to be first"
g	Weak k; somewhat		gwa	"horn of animal"

Symbol	Pronunciation	English Example	Hualapai Example	
h		heavy	'ha	"water"
j	Weak ch; somewhat between ch and j		jida	"mother"
k		cool	ko'	"pinon"
l		look	lu:thk	"to burst"
m		moon	mank	"to fall"
n		noise	ni:s	"spider"
p		pat	yapa:k	"night"
q	Like k but the back of the tongue is further back		qwaq	"deer"
s		sell	sal	"hand"
t		top	tuyk	"to take off"
ŧ	Like the dental đ but a stronger air puff comes out of the mouth		aŧa'	"reed"
v	Through the narrow slip between two lips, the air comes out; sometimes this is said like English v.		va:m	"now"
w		wet	waksi	"cow"
y		yell	yal	"under"
'	Glottal sound; the air is stopped in the throat	oh-oh	i'i	"wood"
ch		chop	chu:d	"winter"
ny		canyon	nya:	"sun"
ng		sing	məsma:hingyu	"you will sleep"
th		thin	thambo:	"bee"

LANGUAGE AND CULTURAL UNIT PLAN

Unit Title Hualapai Calendar Grade 1

Theme: Calendars have been used for a number of years for recording important dates and holidays and special events; also for keeping count of days and seasons.

Concept: The calendar shows and reminds us of the numbers, name of days, name of months, holidays, birthdays, seasons, weather changes and name of the week which is important in our everyday life.

Goals:

The student will learn to count the days in Hualapai and English.
The student will learn the names of the days in Hualapai and English.
The student will learn the names of the months in Hualapai and English.
The student will learn the names of the holidays i.e. Christmas, Valentine's Day, Thanksgiving, etc.
The student will learn what month and day their birthday falls on.
The student will learn the names of the seasons in Hualapai and English.
The student will learn the weather changes according to the seasonal changes in Hualapai and English.

Objectives:

1. The student will be able to count 1-31 orally in Hualapai with 80% accuracy.
2. The student will be able to name the days in Hualapai and English with 80% accuracy.
3. The student will be able to name the months in Hualapai and English with 50% accuracy.
4. The student will be able to name the holidays in Hualapai and English with 25% accuracy.
5. The student will be able to name their birth month, date and year in Hualapai and English with 100% accuracy.
6. The student will be able to name the four seasons in Hualapai and English with 25% accuracy.
7. The student will be able to tell about the weather changes according to the seasonal change in Hualapai and English with 25% accuracy.

Suggested Activities:

Make calendar for each month.
Introduce each number and day in Hualapai and English.
Pronounce the days and months.
Recognize his/her birthday.
Construct replica of a birthday cake using construction paper counting days left until birthday time.
Make a weather cahrt in Hualapai and English lettering.

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Evaluation: The student will name the dates, weeks, day and month.
The student will name the seasons and weather changes.
The student will orally tell each day in Hualapai and English.

Materials and Resources Suggested:

Hualapai calendar
Sample calendars
Construction paper
Pictures of holidays
Pencils
Crayons
Flash cards
Concept cards

Vocabulary List:

nyavm - today
chu:d - year
hla - month
halđaminy - week
yuhiyi - future
yafok - first
dinyuvk - follow/second
qavoma - last
ganyum - when
mađmuwek - Spring
mad duyk - Summer
chu:dk - Winter
mađ munk - Fall

Language Lesson:

Write numbers
Oral and written exercise on days, weeks, months

Related Content Areas:

Math
Language Arts
Lexicography
Social Studies
Vocabulary

Materials Prepared:

Calendars
Worksheets

Cross-Reference with Other Cultural Awareness Lessons:

Hualapai Customs
Tribal Customs

BILINGUAL CURRICULUM LESSON PLAN

Unit Title Hualapai Calendar Level 1

Lesson Title Names of Month in Hualapai

Objectives:
1. The student will read and recite the months in Hualapai and English with 80% accuracy.
2. The student will explain important dates in months with 80% accuracy in Hualapai and English as oral exercises.

Procedures: The student will listen, read and orally repeat to teacher.

In Hualapai the months are named according to the weather or the name will have something to do with the holiday and if there is a special event such as a rodeo or pow wow, the children will be told the events according to the months.

Description of Activities:

The student will be shown the Hualapai calendar and will practice saying the months in Hualapai and English.
The student will tell why the month is named as such.
The student will discuss the names of the months.

Resources:
1. People - teacher, teacher aides
2. Materials - Hualapai calendar; bulletin board in Hualapai and English
3. Information - Names and meanings of month in Hualapai
4. Equipment - bulletin board

Evaluation: The student will name all months in Hualapai and English orally.
The student will explain the meanings of the months.

LANGUAGE DEVELOPMENT

Vocabulary
Jelq Gahlo:hiya Hla - January
Muway Buk Hla - February
Mađ haya Hla - March
Sqawo Githiya:dikiya Hla - April
Gasma:va Hla - May
Gwe Ga Ma:va Hla - June
A'A Ga Ma:va Hla - July
Yasay Ga A:mja Hla - August
Ga foy Ka Hla - September
Gwe Ga Nyaya Hla - October
Mađ Ga Muna Hla - November
Kaendi Ma:viya Hla - December

Content Emphasis
Associating the meaning of months to the Hualapai language

Thinking Emphasis
Comprehension skills

Language Emphasis
Repeat names of months in Hualapai and English and discuss meanings

BILINGUAL CURRICULUM LESSON PLAN

Unit Title Hualapai Calendar Level 1

Lesson Title Names of the Week Days No. 2

Objective: 1. The student will be able to identify names of the week days in Hualapai and English with 100% accuracy in oral, reading and writing exercises.

Procedures: The student will write down the days in Hualapai.
Have childen sight read.
Have the children listen to teacher pronouncing the words; repeating after teacher the names of each day.

Description of Activities:

The student will make a calendar written in Hualapai and English.
The student will review and repeat orally with teacher each day.

Resources:
1. People - teacher
2. Materials - Hualapai calendar
3. Information - days of the week
4. Equipment - bulletin board

Evaluation: Student will be able to name all the days in both Hualapai and English orally and write on a calendar days in both Hualapai and English to teacher and read when pointed to on calendar, which will be pointed to at random.

LANGUAGE DEVELOPMENT

Vocabulary

Sunday - Hal đuminy
Monday - Wa sađak siđ
Tuesday - Wa sađak hwak
Wednesday - Wa sađak hmuk
Thursday - Wa sađak thadap
Friday - Hal đuminy qech

Content Emphasis

To teach that each day has its own name and has a certain order.

Thinking Emphasis

Comprehension and identification of each different day

Language Emphasis

Reciting the names of the days in Hualapai; naming nouns

BILINGUAL CURRICULUM LESSON PLAN

Unit Title Hualapai Songs Levels 1 - 8

Theme: Indian songs are part of the oral tradition in all cultures.

Concepts: Indian songs tell a story.
Indian songs are for healing, funerals, hunting, puberty, and hiding games.

Goals: The student will learn Hualapai traditional songs.
The student will compose songs from his/her own life story.
The student will recognize Hualapai traditional songs and when they are sung.

Objectives:

1. The student will be able to compose 6 Hualapai songs in a written exercise with 95% accuracy.
2. The student will be able to sing four songs from stories orally with 100% accuracy.
3. The student will be able to transcribe 4 Hualapai songs in a written assignment with 95% accuracy.
4. The student will be able to write two paragraphs about 2 Hualapai funeral songs in a written exercise with 100% accuracy including what it means and what time of the night it is sung.
5. The student will be able to repeat two Hualapai funeral songs orally with 95% accuracy.
6. The student will be able to transcribe 1 Hualapai song in writing while listening to a tape with 95% accuracy.
7. The student will be able to translate 4 Hualapai hunting songs with 90% accuracy in a written exercise.
8. The student will be able to identify 3 Hualapai songs in a written exercise with 90% accuracy.
9. The student will be able to read and sing in Hualapai 4 hiding game songs orally with 100% accuracy.
10. The student will be able to sing 1 puberty song orally with 100% accuracy.
11. The student will be able to name 4 instruments used when singing orally with 100% accuracy.

Evaluation: The student will identify 10 Hualapai traditional songs and the meaning in a written homework assignment.
Make a management chart of the skills and measure the completion of the objective met at mastery, partial mastery, or non-mastery level according to lesson plans.

Suggested Activities:

Discuss why Hualapai songs are important with a consultant.
Discuss types of instruments used.
View pictures and slides of different gatherings like a pow wow, funeral, holiday, Indian day parades.

Suggested Activities: (continued)

- Draw and label instruments used in singing.
- Make and display instruments.
- Listen to recordings of songs.
- Identify songs such as a funeral, healing ritual, etc.
- Sing along with tape.
- Play instruments.
- Have a consultant give translation of songs.
- Discuss meaning and purpose of songs.
- Identify meaning with songs.

Materials and Resources Suggested:

- Elderly consultants
- Teachers
- Parents
- Recording songs
- Tape recorder

Vocabulary List:

hna:l - gourd
gweđalgobi - drum
jibay suwa:d - Bird Song
'thi: suwa:d - Salt Song
hajk - rattle or shake in tempo (gourd)
yimak - dance
ba qaw suwa:d - Broken Man Song
suwa:dk - sing
ya jivnyuk - repeat
gwawk - talk
gwe ba biljok - burning offerings for dead
way gil 'ik - sympathy, feel for
wasi:vk - to think
evk - to hear
gana:vk - to tell
gwe spok - to know, knowledgeable
gwe davk - sick, ill
gwe nyek - to hunt
da:yk - many playing
de:vk - to play
đinyudk - to write
no:hvik - Hidden Ball Game
baqi đay - woman
misi - girl
đamadk - to bury
đivjud - circle
mi:jvo' - Pow wow grounds, (Memorial)
hapid suwa:d - Diarrhea Song
đal đal - flute

Vocabulary List: (continued)

wasiv hank - good thinking
he' - dress
nyigway - shirt
s'ku:l - beads
gwad - red paint
qwaw jigeađk - cut hair in mourning
la:yk - widow
ba' - man
gwaguy - elderly woman
ba đay - elderly man
ba hmi: - brave (man)
hank - good

Language Lesson:

Write sentences using words from vocabulary list.

Example: 1. Bahch hna:l hajk suwa:dki.
2. Baqihch gwawk gwe gana:vki.

Related Content Areas:

Geography
Math
Science
Music
Social Studies

Materials Prepared:

Drums
Clothing
Dress shirt
Beaded cape
Gourds

Cross-Reference with Other Cultural Awareness Lessons:

Cultural Exchange
Songs and Dances
Clothing
Arts and Crafts
Music and Instruments
Pow Wows
Values
Ceremonies and Religion
Oral Tradition
Games

BILINGUAL CURRICULUM LESSON PLAN

Unit Title Hualapai Songs Levels K - 1

Lesson Title Circle Dance Songs

Objective: 1. The student will be able to sing five songs orally in Hualapai with 100% accuracy.

Procedures: The teacher will demonstrate one song orally.
The student will sing parts of the song until he/she learns the whole song.

Description of Activities:

Sing song
Listening
Talking
Making up songs

Resources:
1. People - elders, resource person
2. Materials - instrument recording of songs
3. Information - song book (if any)
4. Equipment - tape recorder

Evaluation: The student will identify 5 Hualapai traditional songs in a written homework assignment with 100% accuracy.

LANGUAGE DEVELOPMENT

Vocabulary

hnal	- gourd
gwedalgobi	- drum
su:wadk	- songs
yjajivnyuk	- repeat

Content Emphasis
Learning how to sing the songs.
Learning what the songs are about.

Thinking Emphasis
Identify: How did the songs originate?
Who sings these songs?
How are they used today?

Language Emphasis
Using words in a song to describe a feeling.

LANGUAGE AND CULTURAL UNIT PLAN

Unit Title Hualapai Traditional Game - Wi S'đo Grades 1 - 8

Theme: Many cultures have recreational traditional games.

Concepts: Other tribes have the same form of stick games.
Wi s'đo is one of the games played by Hualapais, and enjoyed in the past and present by both adults and children.

Goals:
To teach the student to count the points of the dice.
To teach the student to arrange the 50 stones in the right order.
To teach the student the effective ways of throwing the dice.
To teach the student to tally or keep score.
To teach the student the rules of the game and how it is won.
To teach the student the Hualapai terminology and expressions of the game.

Objectives:

1. The student will be able to count the points with 100% accuracy.
2. The student will be able to arrange the 50 stones in a circle with the door toward the east.
3. The student will be able to demonstrate the throwing of the stick dice with 100% accuracy.
4. The student will be able to keep own score or tally sticks with 100% accuracy.
5. The student will be able to tell teacher the rules of the game and how the game is won with 100% accuracy.
6. The student will be able to say the terminology and expressions of the game with 100% accuracy.

Suggested Activities:

Carve own dice
Go out and collect stones
Resource person
Counting in Hualapai from 1 to 50
Demonstration on game

Evaluation: The student will be able to demonstrate and play the game with one another and play the game with understanding and use of the Hualapai language.

Materials and Resources Suggested:

Rocks
Stick dice
Have an elderly person come in and explain the game

Vocabulary List:

wi s'đo - stick game
j:voma - send back
i'i miđahin - talley stick
gavoma - last
mu:ja - call for 10
wi nyumiđuwa - stone heart

Language Lesson:

To play the game and use Hualapai language such as counting and use of the words in vocabulary list.

Related Content Areas:

Math
Language

Materials Prepared:

None

Cross-Reference with Other Cultural Awareness Lessons:

Math
Language
Recreational games

BILINGUAL CURRICULUM LESSON PLAN

Unit Title Hualapai Traditional Game Levels 1 - 8

Lesson Title Wi S'đo

Objective: 1. The student will demonstrate the procedures of the Wi S'đo game in an in-class exercise with 100% accuracy.

Procedures: Bring in elders, parents and resources familiar with the game.
Provide background information and stories of the game.
Describe rules and procedures.
Demonstrate to students how the game is played.

Description of Activities:

Count points on stick dice
Arrange rocks in circle
Throw stick
Keep score on tally stick
Carve own dice stick
Demonstrate game as an in-class exercise

Resources:
1. People - elders, parents
2. Materials - rocks, stick dice
3. Information - historical facts, rules, procedures
4. Equipment - not applicable

Evaluation: The student will master the techniques of the game.
The student will be tested on the Hualapai terms of the Wi S'đo game.

LANGUAGE DEVELOPMENT

Vocabulary
wi s'đo - stick game
ji vom - send home
mu:ja - win
i'i mi dahinya - your turn

Numbers 1 - 50 in Hualapai

Content Emphasis
Meaning of the Wi s'ɑo game and procedures

Thinking Emphasis
Counting and comprehending

Language Emphasis
Counting 1-50; nouns

LANGUAGE AND CULTURAL UNIT PLAN

Unit Title Card Game Grades 4 - 8

Theme: Card games are a form of entertainment for all ages.

Concepts: There are many ways of playing card games.
People engage in card games as a social activity.

Goals: The student will learn the steps of coon can.
The student will know the names of the card game.
The student will learn the appropriate sets or suits of the game of coon can.

Objectives:

1. The student will demonstrate steps of playing coon can and display the ability of holding a winning number with 100% accuracy.
2. The student will identify the 4 suits in names and numbers in Hualapai with 100% accuracy.
3. The student will be able to express the appropriate 7 terms while playing the game coon can with 90% accuracy.

Suggested Activities:

Counting skills will be practiced.
Recognition and matching of sets and suits
Sequencing numbers naming cards
Dealing procedure will be shown.
How to stack cards will be shown.
How to shuffle cards will be demonstrated.
Comparisons with different kinds of cards.

Evaluation: The student will name 4 suits, 7 numbers and 3 face cards with 90% accuracy.

Materials and Resources Suggested:

Cards
Elders

Vocabulary List:

dofva - cards
dakav - deal
mank - turn card
gaek - win
đama - throw card
besjam - bet money
jihad - tie
jibam - no win
gi:đa:dga - block win
boj - 3 or 4 of a kind
spedika - cut cards
gavaya - queen
nyuk mihavga - 3 of a kind

Vocabulary List: (continued)

4 Suits

a'oda - diamond
sbath - spade
vasd̄a - club
goba - heart

7 Numbers

asa - ace
d̄ades - three
singo - five
gwad̄ado - four
sed̄ - seven
losa - two

3 Face Cards

dey - king
gavaya - queen
sod̄a - jack

Language Lesson:

Using words in vocabulary list and asking questions on how to hold a winning hand, the student will practice the game.

Related Content Areas:

Math
Language

Materials Prepared:

Two decks of cards
One blanket
Chips

Cross-Reference with Other Cultural Awareness Lessons:

Participation with Other Tribes
Custom
Other Games

BILINGUAL CURRICULUM LESSON PLAN

Unit Title Card Game Levels 4 - 8

Lesson Title Coon Can

Objective: 1. The student will be able to express the appropriate seven terms while playing the game with 100% accuracy.

Procedures: The teacher will display the cards on the table.
Illustrate and explain how the game is played.
Have student play game.

Description of Activities:

Shuffle
Name cards
Count
Deal
Tally up scores

Resources:
1. People - resource person, elderly
2. Materials - cards, counting stick, chips
3. Information - rules of the game
4. Equipment - not applicable

Evaluation: The student will name all cards and explain the meaning of Hualapai 3 face cards, 7 numbers and 4 suits with 100% accuracy.

LANGUAGE DEVELOPMENT

Vocabulary

a'oda	-	diamond
sbađa	-	spade
vasda	-	club
goba	-	heart
dey	-	king
gavaya	-	queen
sođa	-	jack
asa	-	ace
losa	-	two
đađes	-	three
gwađađo	-	four
singo	-	five
ses	-	six
seđ	-	seven
dofva	-	cards

Content Emphasis
Learning how to play card game

Thinking Emphasis
Recite and explain how game was played a long time ago; discussion. History of game

Language Emphasis
Vocabulary study; use words in sentences

LANGUAGE AND CULTURAL UNIT PLAN

Unit Title Childbearing (Gestation and Birth) Grades 6 - 8

Theme: Traditional aspects and values of gestation and birth follow distinct Hualapai customs.

Concepts: In childrearing, there are forbidden foods to be eaten.
In childrearing, there are forbidden actions to be taken.
In childrearing, certain foods can be eaten to determine sex.
Cultures have special and traditional ways to care for and raise their children.
Most cultures have ceremonies when the couple has their first child.

Goals: The student will know the traditional foods to be eaten.
The student will understand traditional ways.
The student will learn the foods that can be eaten to determine sex.
The student will appreciate the traditional ways of raising and caring for the child.
The student will respect the ceremonies of the first born.

Objectives:

1. The student will recognize and describe the various traditional foods with 100% accuracy during an oral exercise.
2. The student will interpret the traditional ways with fair accuracy in an essay.
3. The student will identify the foods that determine the sex with 100% accuracy on a test.
4. The student will contrast the old and new traditional ways of raising and caring for the child with 90% accuracy in an essay.
5. The student will describe the ceremonies accurately in an essay.

Suggested Activities:

Researching studies on gestation and birth.
Read the Walapai Ethnography.
Interview elders about gestation and birth.
Write essays, report orally and take tests.

Evaluation: Test the students by asking them to name 5 out 6 coyote laws with 100% accuracy.
Ask the students to take turns reading out loud the Walapai Ethnography in class with 100% accuracy.

Materials and Resources Suggested:

Consultants
Resource persons
Walapai Ethnography

Vocabulary List:

thaw - birth
o'd̄amadk - to purify baby and mother
jithulk - to wash
dabu - umbilical cord
gwivok - rain water

gwada - red paint
gwadi - cradle board
d̄amidmidk - to straighten
manad̄
mis'sma - yucca soap

Language Lesson:

Have student tell about own family and how he/she was raised. Refer to Walapai Ethnography for productive learning.

Related Content Areas:

Health
Social Studies
Home Economics

Materials Prepared:

Hualapai Ethnography books
Word list

Cross-Reference with Other Culture Awareness Lessons:

Kinship
Social Studies of the Hualapai
Health Customs of the Hualapai
Hualapai Ethnography

BILINGUAL CURRICULUM LESSON PLAN

Unit Title Childbearing (Gestation and Birth) Levels 6 - 8

Lesson Title Interpret Traditional Ways of the Hualapai

Objective: 1. The student will be able to interpret the traditional ways by reading out loud the Walapai Ethnography in class with 100% accuracy.

Procedures: The student will relate to the Walapai Ethnography for reference.
The student will discuss procedures of the traditional ways in childbearing.
The student will be able to distinguish the old and new traditional ways.
The student will listen to an elderly consultant that will come in and talk about gestation and birth.

Description of Activities:

Research studies on gestation and birth.
Read the Walapai Ethnography.
Consult with elders.

Resources:
1. People - elderly consultant
2. Materials - Walapai Ethnography
3. Information - data received from elderly and Walapai Ethnography
4. Equipment - tape recorder, webbing chart

Evaluation: Test the students by giving a written test on the coyote laws with 85% accuracy.

LANGUAGE DEVELOPMENT

Vocabulary
thaw - birth
o'đamadk - to purify baby and mother
jithulk - to wash
dabu - umbilical cord
gwadi - cradleboard
manađ/mis'sma - yucca soap

Content Emphasis
Preserve the traditional ways

Thinking Emphasis
Interpret, distinguish, listening

Language Emphasis
Discussion, reading aloud, consult with elders

BILINGUAL CURRICULUM LESSON PLAN

Unit Title Childbearing Levels 6 - 8

Lesson Title Forbidden Foods

Objective: 1. The student will be able to recognize the various forbidden foods with 100% accuracy from information of elderly and Walapai Ethnography.

Procedures:

The student will recall the types of forbidden foods.
The student will discuss the types of forbidden foods to be avoided during and after birth.
The student will identify the forbidden foods.
The student will get information on forbidden foods from the Walapai Ethonography.
The student will listen to an elderly for other sources.

Description of Activities:

Consult with elderly.
Relate to the Walapai Ethnography.

Resources:

1. People - elderly
2. Materials - Walapai Ethnography
3. Information - get facts from ethnography book and elderly
4. Equipment - recording system to tape elderly

Evaluation: Test the student by orally asking questions in classroom with a 4 out of 5 point system.

LANGUAGE DEVELOPMENT

Vocabulary

we mad̄ - meat
ha thaeach - ice
han bach - snow

Content Emphasis
Students will be able to recognize the forbidden foods.

Thinking Emphasis
Recognize, recall, identify proper sources of information

Language Emphasis
Discussion, writing exercises

LANGUAGE AND CULTURAL UNIT PLAN

Unit Title Child Rearing Grades 6 - 8

Theme: Childrearing involves the understanding of the child in the physical, intellectual, social and emotional areas of development.

Concepts:

Childrearing has historical roots.
There are rules to follow in parenting.
Roles and responsibilities begin before the birth of the child.
Childrearing involves material used for infants.
Certain techniques are practiced in childrearing.

Goals:

To understand the methods and procedures of childrearing.
To identify the materials used for certain purposes in childrearing.
To know that child development practices are handed down from parent to children.
To identify the tools used for a child's physical and emotional development.

Objectives:

1. The student will be able to give 2 out of 5 examples of traditional practices of childrearing in an oral exercise.
2. The student will name five article/tools used in raising a child and state the purpose for using each tool with 100% accuracy.
3. The student will give 3 examples of how practices are handed down from generation to generation with 100% accuracy in a writing exercise.
4. The student will discuss how instructions were given to members of their family with 85% accuracy.
5. Identify 4 out of 10 roles and responsibilities of each parent by writing examples on concept cards.
6. State 5 reasons why certain techniques and practices enhance intellectual and emotional development with 100% accuracy.

Suggested Activities:

Storytelling
Writing
Reporting
Discussions
Interviewing
Filmstrips
Webbing
Poetry
Picture books
Experience storybooks
Develop vocabulary
Concept cards
Dramatics
Role playing
Reading legends
Poetry
Dictionary on childrearing

Evaluation: The student will achieve 85% mastery on a post test.

Material and Resource Suggested:

Tapes of interviews with elderly
Coyote stories
Resource people to give presentations
Hualapai Ethnography
Government documents/excerpts
Art materials for drawing, i.e., book, paper, pencils, staples, glue, butcher paper for writing exercises

Vocabulary List:

thaw visok - to watch
hmany bu:k - baby sit
đivk - expecting
yahank - care for
jithulk - wash
gwadk - to cradle
sibohk - know
objok - forbid
wasi:vk - to think
mimidk - to straighten
munk - cold
muwek - warm
jibevi - blanket
jiđa - mother
đala - father
đinyuvk - follow
gwadi - cradleboard
gilgyok - strap
ma:k - eat
u:wok - show
điwinwink - massage
dabu - navel

Language Lesson:

Writing exercises
Vocabulary development
Comprehension
Reading
Oral language development
Listening skills

Related Content Areas:

Science
History
Math
Geography
Literature
Language Arts
Biology

Materials Prepared:

Handouts
Reading materials
Books
Word lists
Lesson plans

Cross-Reference with Other Cultural Awareness Lessons:

Anthropolgy
Oral Tradition
Emotion
Values
Ceremonies
Songs and Dances
Self-Concept
Ethnobotany
Human Physiology
Arizona Indian
Clothing
Elders
Family
Food
Kinship Ties
Survival
Health and Hygiene
Fine Arts

LANGUAGE AND CULTURAL UNIT PLAN

Unit Title Linguistics Grades 6 - 8

Theme: Linguistics is the study of communication and language; the smaller parts that are put together to make sense in communication.

Concepts:
Words are put together in a variety of ways to make sense.
Speakers differ in dialects because of social, ethnic or regional dialects.
Language and culture are one.

Goals:
To develop a writing system for the Hualapai language.
To recognize that language differentiations and changes occur with time and regions.
To incorporate culture into language for its survival.
To discover/analyze the Hualapai language and its structures.

Objectives:

1. The student will be able to give three generalizations after discussing the Hualapai language with 95% accuracy.
2. The student will be able to give two examples of how languages change after reading relevant material on language change with 100% accuracy.
3. The student will be able to read and write the Hualapai language with 80% accuracy after studying and analyzing its structure.
4. The student will write reports of culture significance after collecting data with 85% accuracy.
5. The student will be able to give a breakdown of language change within 10 years time with 100% accuracy.

Suggested Activities:

Research and reporting
Legends and stories
Tapes of elderly
Charts and Graphs
Maps and reading
Interviewing
Discussions
Writing words, sentences and paragraphs
Outlining opinions
Syllable constructions, phrases and sentences
Study Hualapai orthography
Make Hualapai and Havasupai language comparisons

Evaluation: The student will do a pre and post test and complete 85% of a skills chart on linguistic study.

Materials and Resources Suggested:

- Elders
- Linguists
- Teachers
- Parents
- Maps
- Hualapai/Havasupai dictionaries
- Tapes of recordings
- Hualapai curriculum guide
- Reference grammar
- Havasupai dictionary and reader
- Government documents

Vocabulary List:

gwe ga wich - custom

ka thad ganavk - religion

ba gwaawk - language

ðake:k gwaak - language change

swa:dj - songs

yima:j - dance

Language Lesson:

Same as Suggested Activities

Related Content Areas:

- History
- Math
- Language Arts

Materials Prepared:

- Handouts of reading materials
- Charts and graphs
- Maps of reservation
- Word lists/vocabulary
- Teacher reference/resource material

Cross-Reference with Other Cultural Awareness Lessons:

- Anthropology
- Oral Traditions
- Elders
- History
- Sign Language
- Community Needs and Wants
- Mapping Skills
- Rock Writing
- Roots and Bands
- Yuman Language History

LANGUAGE AND CULTURAL UNIT PLAN

Unit Title Lexicography - Dictionary Grades 6 - 8

Theme: A dictionary is used to improve the language.

Concepts:
Dictionaries are used to find meaning and correct pronunciation of words.
There are different parts in a dictionary where specific information is entered.
The dictionary is used to teach dictionary skills.
Dictionaries are used to teach grammatical structure of words.

Goals:
To learn the proper usage of the dictionary.
To learn the different areas of information in a dictionary.
To learn the different types of dictionaries.
To learn to distinguish various grammar words.

Objectives:

1. The student will use a dictionary to spell correctly with 100% accuracy.
2. The student will define words in sentences with 98% accuracy.
3. The student will analyze appropriate pronunciation with 95% accuracy.
4. The student will apply the correct grammar to their oral and written materials with 100% accuracy.
5. The student will compile six appropriate references and research sources in a dictionary with 100% accuracy.
6. The student will illustrate the alphabetizing of the 36 Hualapai language with 100% accuracy.
7. The student will distinguish between seven types of dictionaries and uses through comparison with 80% accuracy.
8. The student will write the true meaning of 15 figurative or idiomatic sentences with 100% accuracy.
9. The student will list 10 sets of homonyms and write proper sentences with 100% accuracy.
10. The student will list 10 sets of synonyms and write proper sentences with 100% accuracy.
11. The student will pronounce words with 100% accuracy.
12. The student will recognize simple Hualapai grammatical structures with 100% accuracy.

Suggested Activities:

Introduce study skills
Go to library
Learn to use index cards
Learn to use the table of contents
Write word lists and definitions
Write biographies
Have spelling bees
Write reports

Suggested Actvities: (continued)

Make charts on sounds
Use language master for pronunciation
Make picture dictionaries
Write key words
Write flash cards
Do creative writing
Do language experience writing
Do mapping charts
Have class discussions on dictionary skills
Introduce other native dictionaries
Have a mini-workshop on creative book making, information gathering
Invite consultants to present dictionaries (librarians, artists)
Do brainstorming on items to be included in dictionaries

Evaluation: Have a grading criteria; pre-post test, daily score sheet, homework, oral and written class assignments.
A test on dictionary skills will be administered.
Have a written assignment on how to compile a dictionary.

Materials and Resources Suggested:

Dictionaries:
Hualapai
Havasupai
Medical
Children's
Webster's
Unabridged

Elders
Linguists
Teachers
Parents
Encyclopedia

Hualapai Reference Grammar Book

Vocabulary List:

đinyudk	- to write	sivu:k	- to separate
u:jk	- to look for	ga'ik	- pronunciation
wasivk	- to think	jijwidvk	- to argue
spok	- to know	qambay	- brain
gwawk	- to talk	yovk	- to make
siđk	- to read	vilwivk	- to be the same as
simye:k	- not know	jilwik	- to measure
i'k	- to say	kayk	- to be different
ganavk	- to tell	đinyu:k	- to copy
misevk	- skilled	gana:k	- to point out
yalyavk	- to try	su:lk	- to mess up or erase
wanyak	- to forget	đamađk	- to erase or wipe out
yimu:j	- new	jinyuk	- to repeat
ka:vk	- to reach		

Language Lesson:

Sentence writing
Reading sentences

Pronunciation
Spelling

Language Lesson: (continued)

- Definition
- Meaning
- Vocabulary words
- Parts of speech grammar
- Phrases
- Alphabetizing
- Homonyms
- Synonyms
- Maps
- Compound words
- Categories
- Abbreviations
- Idiomatic phrases
- Foreign words
- Gazeteer-geographical information
- Information
- Biographies

Related Content Areas:

- Social Studies
- Education
- Science
- Linguistics
- Language Arts
- Curriculum Development
- Spelling
- Reading
- History
- Economics
- Art
- Geography
- Math

Materials Prepared:

- Dictionary
- Thesaurus
- Word list
- Worksheet
- Unit plan
- Lesson plans

Cross-Reference with Other Cutlural Awareness Lessons:

- Oral Tradition
- Native Animals
- Economics
- Foods
- Arts and Crafts
- Ethnobotany
- Linguistics
- Classification
- Drawing
- Values
- Yuman Language History
- Hualapai History
- Hualapai Roots
- Measurement
- Numbers and Numerals
- Rock Writing
- Shapes
- Sign Languages
- Songs
- Traditional Education

LANGUAGE AND CULTURAL UNIT PLAN

Unit Title Poetry Grades 6 - 8

Theme: Personal experiences are written in aesthetic forms.

Concepts: A good poem expresses thoughts using language and imagery.

Goals: The student will realize that his/her personal experiences can be written creatively.
To teach the student how to write creatively.
To teach the student to appreciate poetry.
To recognize oral traditions and orations and chants.
To interpret verbal and oral expressions verbally.
To realize that his/her freedom of thought and expressions can be put into creative poetry.

Objectives:

1. The student will be able to write five poems on personal experience using 20 action words.
2. The student will write a 2 page report on oral tradition with 100% accuracy.
3. The student will give five examples out of 10 of poetic values; love, beauty, worth, truth, respect, freedom of thought and expression, nature, honesty, charity, opinion, kindliness, art.
4. The student will develop 5 poetry books of personal experiences; schooldays, family, fieldtrips, sports, feelings, pow-wow, friends, pets, reservation.
5. Make two inferences and a conclusion after reading two poems.

Suggested Activities:

Listen to poetry, stories, legends and chants.
Do writing activities; structured and unstructured.
Write poetry of their feelings of what they hear.
Write journals and logs.
Do silent reading; book making, pattern writing, concept cards, translating, oral, written reports, listen to tapes, choral speaking, discussions, tape recording.

Evaluation: The student will attain 85% mastery on the skills/objective management chart of poetic skills.

Materials and Resources Suggested:

Books on poetry, art books, reference books, coyote stories
Hualapai dictionary: thesaurus
Resource people to tell legends and sing songs
Butcher paper, felt tip markers, crayons, glue, staples, construction paper, pencils, scissors, blank tapes, writing paper, index cards

Vocabulary List:

ya'evk - listening
spok - comprehension
ga wij spok - problem solving
gwe spok - memory
gwe ga ik - oral expression
đinyudvik - colorful
ba yevk - interaction
nyu ik - generalizing
gwe sivak - categorizing
đinyuk - repetition
ba:ja - characters
hanavk - convey
gwawk - oratory
jithwek - advice
ge - setting
gwe ganavjoj - orators

wasiv jivda:dk - productive thinking
gwe ga nak - forecasting
bay ganavk - describing
gwe jij wijk - formulating questions
ga ganywim - cause and effect
gai:vik - feelings
mađ kay - emotions
gwe ganavji - literature
ka thad ganav - legends
gwe wasivk - mood
gud gayuk - background
gaj đinyuk - author
mađ kayk - spiritual
gwe ga i'yiđ - moral instruction

Language Lesson:

Listening skills
Comprehension
Problem solving
Memory

Formulating questions
Oral expression
Productive thinking

Related Content Areas:

Literature
History
Songs

Language Arts
Math

Materials Prepared:

Handouts
Word lists
Chart stories

Cross-Reference with Other Cultural Awareness Lessons:

Oral Traditions
Emotipns
Values
Sign Language
Ceremonies
Holidays
Self-Concept

BILINGUAL CURRICULUM LESSON PLAN

Unit Title Poetry Levels 6 - 8

Lesson Title Poetic Values

Objective: 1. The student will be able to give five examples out of ten of poetic values in a writing exercise.

Procedures:

Ask student what he/she thinks poetry is.
Discuss the types of poetry and creative writing.
Discuss what people get out of reading and writing poetry and what meaning a poem might have and what it might describe.
Have student write five examples of values that poetry involves.

Resources:

1. People - students, instructor
2. Materials - paper, pencils, chalk
3. Information - word list, values, i.e. love, beauty, worth, truth, respect, nature, honesty, art, etc.
4. Equipment - blackboard, classroom

Evaluation: The student will write five out of ten poetic values.

LANGUAGE DEVELOPMENT

Vocabulary
ik - to say
yik - thought, feeling
hank - good
kathad ganavj - coyote legends

Content Emphasis
Poetic values, comprehension, inferences, problem solving

Thinking Emphasis
Questioning, main idea, predicting, productive thinking

Language Emphasis
Oral discussion

BILINGUAL CURRICULUM LESSON PLAN

Unit Title Poetry Level 4

Lesson Title Experience Storybook

Objective: 1. The student will be able to develop five poetry books on personal experiences e.g. schooldays, family, field trips, sports, feelings, friends, pets, etc.

Procedures: Explain and ask student to provide materials and help plan.

Description of Activities:

Discuss personal experiences that people have.
Read a couple of examples.
Have students write an experience story on one of the topics.
Explain that five books will be developed at the end of the 9-week period.
The topics are suggestions but the students can develop their own.

Resources:

1. People - students, instructor
2. Materials - drawing paper, felt pens, pencils, erasers, notebook rings
3. Information - instruction books
4. Equipment - laminating machine, classroom

Evaluation: The student will develop five poetry books.

LANGUAGE

Vocabulary

gwesiđi - book
miyovk - you make
đinyudk - write
đinyudi:jo - school
nyi hađ - pet
nu wah - friend

DEVELOPMENT

Content Emphasis

Personal experiences; family

Thinking Emphasis:

Predicting, planning, memory, productive thinking

Language Emphasis

Writing skills, sequence, comprehension, communication

HAVASUPAI BILINGUAL PROGRAM
TITLE VII
Murray 81

HAVASUPAI

Introduction

The Havasupai Nation is a small tribe located in the central region of the Grand Canyon in Northern Arizona. The Havasupai are distinctly regarded as an agricultural people living within the Canyon. To enter the village of Supai, one begins from Hualapai Hilltop and may either hike the 8-mile trail, ride by horse or mule, or journey by helicopter. There are no cars nor paved roads because the mode of transportation of Supai is either by foot, horse, mule, or tractor.

Supai is a small village. The Havasupai population is approximately 450. The culture is traditional and intact, with only marginal influences of modern life. Supai has a modern tribal facility, a new school, a cafe, a store and post office, and a new lodge scheduled for construction. Village homes and farmed lots spread throughout wooded and grazing land in a section of the Canyon.

The Havasupai Tribal Enterprise operates a tourist bureau which provides lodging and campgrounds for American and international visitors. The grandeur of the Canyon walls, the variety of natural habitat at different elevations, and the water falls provide the scenic and unique environment of Havasupai Reservation.

Background

The Havasupi belong to the Yuman language group, which includes primarily people of the riparian lower Colorado River. Though ethnically descended from the Yumans, the Havasupai are culturally distinct from them and more identified with the Western Pueblo. The Havasupai have always been a small group of people, ranging from probably 250 persons in prehistoric times to approximately 450 persons today.

In 1882, the U.S. Government confined the Havasupai to the small part of their homeland located in Havasu Canyon by setting that area aside specifically as a reservation and designating the remainder as National Park, National Forest or other public domain. Havasupai confinement there continued until 1975, when the U.S. Congress returned a considerable portion of their homeland outside Havasu Canyon.

The first Havasupai school was opened in 1895 with 70 pupils in the primary through eighth grades. In 1910, a flood destroyed this facility, and the U.S. Government replaced it in 1912.

As early as 1931, Government officials stated they no longer wished to provide local schooling for Havasupai children. In 1955, the Bureau of Indian Affairs finally closed the local school altogether, saying the Havasupai offered their children "a bad moral climate." All Havasupai children above age five were sent out to boarding schools three hundred miles or more away.

In contrast, the expressed educational aims of the Havasupai have remained consistent and purposeful. They have stated repeatedly their firm desire to have their children educated at home as long as possible. In 1931, while the Government was proposing to close their school, the Havasupai were asking Congress to replace the 1912 school building so even more of their children could be accommodated locally. When the Government finally did close their school, the Havasupai community leaders waged an unrelenting nine-year campaign from Arizona to Washington until they finally had the local school reopened with two grades in 1964.

Year by year, the local school has added grades and programs until in 1975 they had a complete education program comprising 60 children from ages three to eleven in a tribal preschool and a B.I.A. grade school. Then, in January, 1976, the Tribe reacted to continuing disappointment over Bureau management of their education programs by taking effective control over the school.

Bilingual Education

Since local control began, Havasupai School has extensively developed the curriculum. The school has its own comprehensive, integrated English/Havasupai bilingual language experience model. The personnel also developed the Bilingual Language Arts Curriculum Guide. Therefore, the special language needs of the limited English proficient Havasupai children have been better met. An early program milestone was the development of the official Havasupai orthography. This has made possible the instructional and resource materials necessary for the development of Havasupai literacy. From this also has come the Havasupai Bilingual Social Studies Curriculum, which is based on the language, the heritage and ways of life of the home culture.

The education program of the Supai School District is bilingual from preschool through the eighth grade. After completing the eighth grade, the Havasupai children attend B.I.A. boarding schools located throughout the Southwest.

Tribal and community commitment to bilingual education has helped Supai School District grow.

Havasupai School Philosophy

We believe that the children of the Canyon are our most important resource. We respect and encourage their inquisitive nature, their artistic ability and their physical prowess. We wish to promote fluency in both the Havasupai and English languages, to train children to cope with their world as they need to. We wish them to respect the tribal values and those of American society at large, to respect the environment and to participate in healthy recreational activities. We are committed to quality faculty, staff, and volunteers with sufficient training and rewards to encourage their endeavors. We recognize the need for adequate funding, a viable curriculum, and equipment and supplies, to achieve these aims for a quality bilingual - multicultural program.

HAVASUPAI ALPHABET - Developed by Leanne Hinton

a aa b ch d ee f g h i ii j k l m n ñ n̵

o oo p q s t ł th u uu v w y '

* = = * = = * = = * = = * = = * = = * = = * = = * = = * = = * = = * = = *

Vowels

There are five short vowels and five long vowels in Havasupai. The English counterparts are all approximate.

a	'ha (water)	water
e	he'e (dress)	dress
i	'ji (fish)	keep
o	hlo'o (cottontail)	poke
u	hu'u (head)	loop

The long vowels have the same quality as the short vowels, but are held out a little longer. In Havasupai, the vowel is written twice to indicate it is long.

aa	'haa (cottonwood tree)	shawl
ee	ee'e (yes)	when
ii	niiya (younger brother)	knee
oo	ngoo'o (grandmother)	slow
uu	'mhluu'u (pipe)	shoe

Diphthongs are vowels followed by y or w. In Havasupai, the diphthongs are ay, aw, oy, and uy, and the same with long vowels.

ay	bay (all)	buy
aay	baayga (be alive - plural)	
aw	baawij (man - subject)	found
oy	m'oya (give it to me)	boy
uuy	baquuya (women)	No English example

Havasupai have short unaccented vowels sometimes called "shadow vowels." Frequently, these short vowels are not written. Whenever two consonants are written together, they are to be pronounced with shadow vowels between them. Example: łłlabga (to put into small flat piles) would actually be pronounced like łəłlabəga (where ə stands for a short vowel with no special quality to it).

Consonants

' This consonant is called a glottal stop, and is really just a catch in the throat. It is the break between the two syllables in "oh, oh."

b	'baa (man) like p in spot
ch	chawa (material) like ch in chat; a very rare consonant in Havasupai
d	davga (sick) like d in dot
f	'fu'u (willow) like f in fine; a very rare consonant
g	gina (little sister) like k in skip
h	'ha'a (water) like h in hide
j	'joqa (juniper) like g in surge
k	kwa'a (knife) like k in kite; a very rare consonant
l	luwa'a (wife) like l in lid
m	maga (eat) like m in man
n	ngo'o (grandmother) like n in need
n	'n̄aa'a (sun) like ny in canyon
n	giŋa giŋ (sound of a bell like ng in sing; a fairly rare consonant in Havasupai
p	pu'u (bow) like p in pie
q	qasaq (crow) like k in skip but much further back in the throat
s	'ijsa'a (bird) like s in some
t	taayga (to tie shoelaces) like t in tie; a very rare consonant in Havasupai
ŧ	tiyaj (corn) like t in stick, but further forward--tongue touches teeth
th	thag (there) like th in thistle
v	viyaj (this one) like v in voice
w	wa'a (house) like w in wonder
y	'yuu'u (owl) like y in yonder

LANGUAGE AND CULTURAL UNIT PLAN

Unit Title Havasupai Customs Grades 3 - 6

Theme: The customs and ways of life of the Havasupai have been maintained through the history of oral tradition.

Concepts:

The Havasupai possess a rich history of oral tradition.
Stories are memories of traditional ways.
Values and beliefs are passed on to each generation.
Havasupai songs are related to distinct tribal customs.
Havasupai dress is a tradition which has been maintained.
Certain foods and their special preparation are traditional to the Havasupai.

Goals:

The student will understand the significance of Havasupai oral tradition.
The student will appreciate stories, values and beliefs taught through oral tradition.
The student will learn Havasupai songs, their meanings and why songs are appropriate to particular occasions.
The student will learn about traditional dress.
The student will learn to prepare traditional foods.

Objectives:

1. The student will recite three stories in Havasupai orally and will pronounce specific terms in the lesson with at least 75% accuracy.
2. The student will describe the traditional way to dress in an oral exercise with 80% accuracy.
3. The student will write two Havasupai traditional stories with 80% accuracy in proper spelling and grammar in Havasupai and English.
4. The student will practice singing three Havasupai songs with at least 80% accuracy.
5. The student will prepare one traditional food as an in-class project and will follow all the necessary steps to properly make a dish.

Suggested Activities:

Listen to stories by people of all ages.
Ask students to talk with parents and grandparents about stories, legends and events of oral tradition.
Bring in resource people to speak to children on different aspects of the culture.
Tape record special presentations about oral tradition.
Discuss family stories in class.
Celebrate Indian Day with stories being told by elders, resource people and students.
Read about historical events and relate to oral traditions.

Suggested Activities (continued):

Ask student to write significant words and terms appropriate to Havasupai customs and oral tradition.
Ask student to write traditional stories and legends which they know or have learned.
The student may recite some stories.
The student will listen to traditional songs.
The student will practice singing traditional songs.
Traditional dress and regalia can be demonstrated.
Teacher and students can explain about traditional dress.
The student can construct doll(s) and traditional dress.
Dolls can be shown as show-and-tell, puppet show, or drama presentation related to oral tradition.
The student will explore the varieties of traditional foods.
The student will participate in field trips related to learning types of plants, about seasons and harvesting.
Teacher or resource person(s) will demonstrate procedures for preparing traditional foods.
Student will practice preparation of traditional foods.

Evaluation:

Student participation and attendance
Examination on written assignments
Observation and assessment of oral exercises
Spelling tests and teacher-made exams
Construction of dolls; quality and effort; following proper steps in preparing foods

Materials and Resources Suggested:

Various exhibits of Havasupai dress and regalia
Resource people and elders to make presentations on customs
Tape recording: recorder and tapes
Musical instruments, i.e., drum, gourds or taped recordings of music
Necessary tools and utensils in harvesting and preparing foods

Vocabulary List:

ŧnudga	-	write	gwe mav	-	food
vdaadga	-	get up	gwe gnavj	-	story
swaadga	-	sing	ba ŧay	-	elder
gwijvga	-	dress up	gnavga	-	tell

Language Lesson:

Oral report; language development on nouns and verbs
Writing exercises
Oral and reading exercises
Language experience stories

Related Content Areas:

Social Studies
Geography
Health
Science
History
Home Economics
Music
Library

Materials Prepared:

Havasupai writing instructions
Havasupai reading materials
Havasupai songs and tape recording
Havasupai traditional dress
Havasupai types of foods - plants, vegetables and meats

Cross-Reference with Other Cultural Awareness Lessons:

Havasupai History
Havasupai Language
Havasupai Foods
Indian Day
Havasupai Legends
Havasupai Songs
Havasupai Dress
Havasupai Readings

BILINGUAL CURRICULUM LESSON PLAN

Unit Title Havasupai Customs Levels 3 - 6

Lesson Title Traditional Dress

Objective: 1. The student will describe the traditional dress and accessories of the Havasupai with 100% accuracy in a group activity.

Procedures: Discuss with the students the Havasupai traditional dress. Have the students dress up a doll in traditional clothes.

Description of Activities:

Introduction of traditional dress
Use of concept cards
Discussion and comparison of other tribal traditional wear

Resources:
1. People - Havasupai elderly resource people
2. Materials - doll, clothes, beads, shawl, red paint, footwear
3. Information - explanation of how clothes, books, shawls and footwear are made; stories, legends of Havasupai dress can be shared
4. Equipment - sewing machine

Evaluation: Teacher observation
In-class discussion
Demonstration on making dolls

LANGUAGE DEVELOPMENT

Vocabulary

gud	-	long ago
nyam	-	today
wivi	-	dress
gaŋvga	-	to tell
gwad	-	ochra
sguul	-	beads
gwe dee	-	doll
stum	-	shawl
baja	-	people

Content Emphasis
Traditional dress, native materials, oral history

Thinking Emphasis
Different comparisons, descriptions, demonstrations

Language Emphasis
Remembering discussion; vocabulary terms (nouns)

LANGUAGE AND CULTURAL UNIT PLAN

Unit Title Sweat Lodge Grades 3 - 8

Theme: Traditional native people use the sweat lodge for spiritual purification.

Concepts: The purpose of the sweat lodge ritual is for spiritual cleanliness.
Healing and sacred rites are integral practices with the nature of the sweat lodge ceremony.
When individuals enter and pray in the sweat lodge, they build their spiritual strength.

Goals: The student will respect the ceremony and purposese for entering the sweat lodge.
The student will appreciate and learn the songs used during the sweat lodge ceremony.
The student will understand the process and proper materials used to build a sweat lodge.
The student will know the proper dress and conduct appropriate to the sweat lodge ceremony.

Objectives:

1. The student will explain the purposes of participating in a sweat lodge ceremony in an oral or written exercise by correctly applying at least 10 Havasupai terms.
2. The student will identify and explain 6 reasons why the sweat lodge is used in an essay and will correctly identify at least 4 out of 6 reasons.
3. The student will sing four songs and interpret the meanings of each song to an appropriate purpose within the sweat lodge ceremony.
4. The student will build a model sweat lodge by providing the necessary materials and using the proper steps in constructing the sweat lodge with 100% accuracy.

Suggested Activities:

The sweat lodge ceremony will be explained by resource persons.
The student will participate in group discussions on knowledge and experience with the sweat lodge.
The student will participate in field trips to become familiar with materials used in building the sweat lodge.
The student will sing the various songs appropriately with the sweat lodge ceremony.
The student will write personal experiences related to participating within the sweat lodge.
The student will demonstrate materials used to construct a lodge.
The student will construct a model of a sweat lodge.

Evaluation:
- Student participation
- Teacher observation
- Written assignments
- Construction of model

Materials and Resources Suggested:

- Elderly
- Cottonwood
- Teachers
- Parents
- Rocks
- Water
- Shifting stick
- Dirt
- Shovel
- Fire
- Singer
- Canvas
- Arrowweeds
- Wire

Vocabulary List:

curing	jeevga
healing	
purification	
medication	
energy	gigeega
safety	vi soga
spiritual power	smaa ja
trustworthy	
prayer	
religious	yi muuga
relive	

Language Lesson:

- Reading and writing the vocabulary list
- Singing the songs for the sweat lodge ceremony
- Interpretation and sharing of personal experiences

Related Content Areas:

- Social Studies
- Health Science
- Music
- History
- Language Arts

Materials Prepared:

- Drawings - picture of a sweat lodge
- Dictionary - to find the correct spelling of a word in Havasupai
- Chart - showing pictures of material
- Map - to find the place where parts of the materials are found

Cross-Reference with Other Cultural Awareness Lessons:

- Medicine Man
- Indian Day Activities
- Havasupai Customs

BILINGUAL CURRICULUM LESSON PLAN

Unit Title Sweat Lodge Levels 3 - 8

Lesson Title Uses of the Sweat Lodge

Objective: 1. The student will identify and explain 6 reasons why the sweat lodge is used in an essay and will correctly identify at least 4 out of 6 reasons.

Procedures: The instructor or consultant will discuss the purposes of the sweat lodge spiritual cleanliness, medicine, healing, spiritual strength, sacred prayer and safety.

Description of Activities:

The student may interview people and families familiar with the sweat lodge ceremony.

The student can document the reasons and insights provided from interviews.

The student will write an essay which relates specific purposes or events of the sweat lodge ceremony.

Resources:
1. People - men, women, elderly
2. Materials - explanation of natural materials used
3. Information - six identified reasons; songs, procedures, stories
4. Equipment - examine a sweat lodge site

Evaluation: The student will write the 6 steps on a written test with 100% accuracy.

LANGUAGE DEVELOPMENT

Vocabulary
cleanliness - thamga
to treat sacred = smaaga
healing - ya haanga
strength - g-geega
medicine - maat jeevya
safety - vsoga
songs - swaadg

Content Emphasis
Spiritual cleanliness, spiritual medicine, spiritual strength, sacred prayer, healing, and safety

Thinking Emphasis
Analysis and explanation of traditional purposes

Language Emphasis
List nouns and verbs

BILINGUAL CURRICULUM LESSON PLAN

Unit Title Sweat Lodge Levels 3 - 8

Lesson Title Building a Model Sweat Lodge

Objective: 1. The student will build a model sweat lodge by providing the necessary materials and using the proper steps in constructing the sweat lodge with 100% accuracy.

Procedures: The student will observe the construction of a sweat lodge. The student will identify each material used.

Description of Activities:

The class will discuss the makings of the sweat lodge.
Field trips will help students identify and acquire materials.
Instructor and consultants will facilitate the construction of model sweat lodges.

Resources:
1. People - elderly resource person
2. Materials - wood, canvas, rocks, arrowweed, dirt, wire
3. Information - pictures, mechanics of constructing the lodge
4. Equipment - projector and slides

Evaluation:
Student participation
Teacher observation
Following the five steps to follow in constructing a lodge
Language arts skills in Havasupai and English

LANGUAGE DEVELOPMENT

Vocabulary

wood	i'ii´
canvas	chaw wid
rocks	wii'i
dirt	maŧ
arrowweed	maŧ mu'u̲
wire	kwa qwiñth
water	ha'a
fire	oŧuga

Content Emphasis
Building a sweat lodge, Materials needed: wood, wire, canvas, rocks, dirt, arrowweeds

Thinking Emphasis
Materials used and properly constructed; analysis and synthesis

Language Emphasis
Terms for material discussion

LANGUAGE AND CULTURAL UNIT PLAN

Unit Title Pottery Grades K - 8

Theme: People use natural resources to construct useful wares.

Concepts:

Pottery has many uses.
Pottery may be used for cooking and eating.
Pottery serves the purpose of storing food and miscellaneous items.
The artistry of pottery is beautiful for display.
There are distinct methods of pottery making.
Certain materials are ideal for pottery making.

Goals:

The student will appreciate the value of traditional pottery.
The student will learn the various uses of pottery.
The student will understand what materials and methods are best for pottery making.
The student will make pottery.

Objectives:

1. The student will describe the many uses of pottery orally or in a written exercise citing at least four appropriate uses.
2. The student will specify the materials pottery makers use on a written exercise and will correctly spell in Havasupai and English with at least 80% accuracy.
3. The student will follow the necessary steps to make pottery and will produce 3 pieces of pottery.

Suggested Activities:

Take field trips
Show filmstrips
Tell stories about pottery
Draw, show and tell
Invite consultants and elderly in the classroom to talk about pottery.

Evaluation: Oral and written exercises will be conducted.
Student-made pottery projects will be assessed.

Materials and Resources Suggested:

Elders
Books
Paint
Brush
Clay
Drawings
Pictures
Pottery

Vocabulary List:

wood - ii'i
fire - o'o
mud - maŧgay
water - ha'a
pottery - gthgee
ochra - gwada
painting - ŧnudga
clay - maŧgna

Language Lesson:

Use of vocabulary words in sentences.
Practice exercises in writing and spelling.
Description of activities.

Related Content Areas:

- History
- Language Arts
- Arts and Crafts
- Science

Materials Prepared:

- Pictures
- Word list
- Handouts
- Havasupai pottery
- Flash cards

Cross-Reference with Other Cultural Awareness Lessons:

- Food
- Plants
- Havasupai Language
- Havasupai Arts and Crafts
- Havasupai History

LANGUAGE AND CULTURAL UNIT PLAN

Unit Title Cultural Bow and Arrow Grades K - 8

Theme: Groups of people use tools and weapons to help meet their needs and wants.

Concept: The Havasupai tradition makes use of bows and arrows.

Goals: The student will learn about making bows and arrows.
The student will learn how to make bows and arrows.
The student will learn the materials that are used in making bows and arrows.

Objectives:

1. The student will be able to discuss orally to the teacher about making bows and arrows and include all the materials needed.
2. The student will gather and demonstrate how the materials are used to make bows and arrows.
3. The student will be able to construct a bow and arrow by assembling the materials and following all the steps.
4. The student will identify 6 plants and 3 other materials by naming them correctly.

Suggested Activities:

Take field trips.
Have stories told by an elderly person.
Make visits to a library.
Distribute handouts.
Test students orally and through written exams.
Describe materials needed to make bow and arrow.

Evaluation: The student will learn about making bow and arrows and explain orally what materials they are made of and why these materials are used to make bow and arrows with 100% accuracy.

Materials and Resources Suggested:

Elderly person
Teachers
Blackboard
Pictures
Flash cards
Raw materials
Paper
Pencils
Books
Filmstrips
Plants

Vocabulary List:

reed (arrow) - ŧha
manure - o'ŧuujg
fire - olo jelq
feather - gwe wala
pinon pitch - ʼnaye
ochra - gwad
coal - ojiiy
sinew - gwesomaa

Language Lesson:

Write and talk about bows and arrows in class.
Invite speakers to come in and tell about making bows and arrows.
Expand on vocabulary list, i.e. game, deer, rabbit, writing a story.

Related Content Areas:

Language Arts
Social Studies
Ethnobotany

Materials Prepared:

Handouts
Havasupai dictionary
Lesson plans

Cross-Reference with Other Cultural Awareness Lessons:

Havasupai Crafts
Havasupai Customs
Havasupai History
Havasupai Legends

LANGUAGE AND CULTURAL UNIT PLAN

Unit Title Havasupai Cradleboard Grades 3 - 8

Theme: The Havasupai cradleboard is used for specific purposes.

Concepts:
The mother uses the cradleboard for the safety of the baby.
The cradleboard helps to keep the baby warm and content.
The cradleboard provides stability to secure the baby when the mother performs other chores.
The cradleboard strightens the posture of baby's body.

Goals:
The student will appreciate the usefulness of the cradleboard.
The student will understand how and why the cradleboard helps the baby and mother.
The student will construct a cradleboard for a doll.

Objectives:

1. The student will describe the uses of the cradleboard in a written assignment by correctly using at least 10 Havasupai terms.
2. The student will demonstrate and explain the uses of the cradleboard as an oral report by correctly stating the Havasupai terms appropriately to the report with at least 80% accuracy in pronunciation and meanings.
3. The student will construct an authentic cradleboard by using the necessary materials and following all the necessary steps to the satisfaction of the teacher.

Suggested Activities:

The teacher or consultants can demonstrate cradleboard to the students.
Cradleboards can be exhibited in class.
Students can discuss and relate family stories about uses of the cradleboard.
Students can write the Havasupai words appropriate to cradleboards in a written exercise and a spelling test.
Students can illustrate cradleboards by drawing pictures.
Students can use family photos and make a booklet with stories about the cradleboard uses.
Students could make a poster board project with photos or drawings and write the uses in Havasupai and English.
Instructions will be provided on the traditional cradleboard.
Necessary materials will be provided or the students will acquire the materials and bring to class to prepare and build a cradleboard.

Evaluation:
Student participation
Teacher observation

Evaluation: (continued)

- Written assignments
- Spelling test
- Oral report
- Student projects
- Cradleboard construction

Materials and Resources Suggested:

- Teacher
- Consultant
- Baby doll
- Cradleboard
- Blankets
- Frame - Mesquite root
- Bed - arrowhead
- Hood - willow

Vocabulary List:

wet	bulga
warm	mu weega
straighten arm	thodii ŧmidmiiga
shade	ya seg
cold	munga
sleep	smaag
travel	weyaamg
legs straight	mbaŧ ŧmidmiidga
back straight	mago ŧmidmiidga
to put in cradleboard	gwadg
happy	diyega
Mesquite root	gbu′
arrow weed	maŧmu
willow	gjasa wev

Language Lesson:

Listen and write about the process of using the cradleboard.
Read a report on the use of the cradleboard.

Related Content Area:

- Science
- Social Studies
- Health
- Arts and Crafts
- History

Materials Prepared:

Make a model of a cradleboard in class.
Chart on materials used to cradle the baby will be developed.
Have a consultant speak on the use of the cradleboard.

Cross-Reference with Other Cultural Awareness Lessons:

- Havasupai History
- Havasupai Customs
- Other Indian Tribes
- Ethnobotany

LANGUAGE AND CULTURAL UNIT PLAN

Unit Title Animals Grades K - 1

Theme: Animals have different characteristics.

Concepts: There are different kinds of animals.
Animals have different adaptive characteristics.

Goals: To learn different kinds of animals.
To learn their different characteristics.
To learn about their habitat.

Objectives:

1. The student will describe orally 5 animals and their characteristics with 100% accuracy.
2. The student will imitate the sounds of 6 animals with accuracy.
3. The student will be able to act out 10 different kinds of animals and their characteristics with at least 80% accuracy.
4. The students will name 10 animals and tell about their habitat with 100% accuracy.

Suggested Activities:

See and say.
Read animals stories in library.
Take field trip to the zoo.
Color animal pictures.

Evaluation: Oral exercises
Written work
Test participation in skits

Materials and Resources Suggested:

Animal books
Havasupai dictionary
Resource people
Library

Vocabulary List:

Animals:

v'olo, olo	- horse	jsa´a	- bird
wags í	- cow	qsáq	- crow
gthat, gthad	- coyote	gnmó o	- duck
jii	- fish	guwí i	- dove
muuso	- cat	‘haŧ	- dog
ngo´o	- bear	mulo	- mule

Vocabulary List: (continued)

hmilɬa	- squirrel	ʽmhwa′a	- wild hog
ɬat̲hila	- lizard	qnaqɬa	- elk
h̲añ′a	- frog	m̲u′u	- mountain goat/sheep
ñmi′i	- bobcat	ñmiɬa	- lion/tiger
qgot	- fox	haɬgwila	- wolf
qwaaqa	- deer	gnelo	- sheep
ʽm′ula	- antelope	gnmo gthula	- goose
gwago	- chicken	hwiwo	- skunk
gwago qvte′e	- rooster	bina	- beaver
gwago msii	- hen	gɬaɬa	- porcupine
′hma′a	- quail	mulo t̲hav q′udga	- donkey
tilgwam	- horned toad	halqvá	- turtle
		svaɬo	- goat
wee′, ʽwee′	- mouse	ʽyaas	- turkey
tgsi′	- gopher	sqwal̲a	- eagle
mal̲ga	- rat	ʽmthiñ	- buffalo
ʽlwi′	- snake	hló′o	- cottontail

Language Lesson:

Oral language development
Dictionary skills
Language experience studies

Related Content Areas:

Science
Social Studies
Geography

Materials Prepared:

Books
Dictionary
Charts
Drawing animals
Card games

Cross-Reference with Other Cultural Awareness Lessons:

Havasupai Language
Havasupai Customs

BILINGUAL CURRICULUM LESSON PLAN

Unit Title Animals Levels K - 1

Lesson Title Identifying the Animals

Objective: 1. The student will name 10 animals orally and write about their characteristics and habitat with 100% accuracy.

Procedures: Use concept pictures of animals and their habitat.
Have the student do a pre-test naming the characteristics and their habitat in Havasupai and English.
Compare the differences on a pre-test in Havasupai and English.

Description of Activities:

Concept cards
Spelling contest of animals
Drama act on animals
Field trip to the zoo
Film on animals
Animal cookies

Resources:
1. People - teacher
2. Materials - concept cards, animal cookies
3. Information - film, books, science
4. Equipment - film projector

Evaluation: Test on names, characteristics, and habitat of the animals in Havasupai and English.

LANGUAGE DEVELOPMENT

Vocabulary
snake - 'lwi
dog - 'hat
bird - jsa'a
spider - niis
horse - vólo, olo
crow - qsáq
deer - qwaaqa
cat - muuso
mule - mulo
fish - jii

Content Emphasis
Animals' characteristics, habitat

Thinking Emphasis
Description

Language Emphasis
Vocabulary study; oral language experience story

LANGUAGE AND CULTURAL UNIT PLAN

Unit Title Possession Pronoun for Kinship Ties Grades 5 - 8

Theme: People have family ties and use relative terminology to identify them.

Concepts: Havasupais use a possessive pronoun when identifying kinship. Havasupais have a unique kinship system.

Goals: The student will recite the proper way of using possessive pronouns for relatives.
The student will write 1st, 2nd, and 3rd person singular and plural pronouns.
The student will use appropriate affixes that apply to kinships.

Objectives:
1. The student will be able to use the correct terms by making a chart and identifying each of the 16 relative terms.
2. The student will be able to apply the proper singular and plural pronouns when using kinship terms with 100% accuracy in oral exercises.
3. The student will be able to use affixes by giving three examples and using correct pronouns in a written assignment.

Suggested Activities:

Write word lists and definitions, key words for pronunciation, and use of flash cards.
Recognize and appraise the 1st, 2nd and 3rd person possession of relatives.

Evaluation: Written and oral testing
In-class assignments

Materials and Resources Suggested:

Parents
Havasupai dictionary
Pictures
Blackboard
Card games
Key words
Coon Can game

Vocabulary List:

mother	jiła	nijah
father	łala	niiya
uncle	ngo	gina
sister	ngwawa	gwela
brother	nibo	nugwee
aunt	mona	mila
grandmother	nibii	nithii
grandfather	niwii	moda

Language Lesson:

Write sentences using 1st, 2nd and 3rd person possessions of relatives using correct oral expression.

Related Content Areas:

Social Studies
Language Arts
History Grammar

Materials Prepared:

Handouts
Word lists
Havasupai dictionary
Flash cards
Picture cards
Films

Cross-Reference with Other Cultural Awareness Lessons:

Family Life
Native Cultural Studies
Kinship Studies

LANGUAGE AND CULTURAL UNIT PLAN

Unit Title Havasupai Vowels Grades K - 8

Theme: The Yuman language vowel sounds are important to learn.

Concepts: Vowels are both short or long sounds.
Vowels are low, mid and high sounds.
Vowels are formed in the front, central and back of the mouth.

Goals: The student will learn that vowel sounds are formed in certain parts of the mouth.
The student will learn the short and long vowels when done in minimal pairs.
The student will learn the 5 short vowels and 5 long vowels.

Objectives:

1. The student will be able to produce 5 Havasupai vowels orally after the teacher presents the vowel chart.
2. The student will be able to distinguish the long and short vowels of the a, e, i, o, and u with 100% accuracy in oral and written exercises.
3. The student will recite and write 5 words each for 5 short and 5 long vowels with 100% accuracy.

Suggested Activities:

Listen to tapes.
Flash cards will be presented for oral recitation.
Students will dictate each other's vowels.
Student will repeat long and short vowels in words.

Evaluation: Teacher observation of the student producing vowel sounds
Test for recognition of the long and short words
Homework given to students to compile a 50-word list with 5 long and short vowels

Materials and Resources Suggested:

Language teachers
Elderly
Vowel chart

Vocabulary List:

short a	long a
ba - bullet	baa - man
ha - water	haa - tree

short e	long e
m'eh - give it	ee'e - yes
he'e - dress	eega - thick

Vocabulary List: (continued)

short i	long i
big - die	bii - neice
ig - say	nbii - aunt
short o	long o
oba - no	a'ooda - gold
ngo'o - bear	ngoo' - grandmother
short u	long u
yu' - face	yuu'u - eye
bug - corner	buuv - coil/weave

Language Lesson:

Teacher will present examples of the long and short vowel and students will complete a list of 5 or more.

Related Content Areas:

Language Arts
Linguistics
Writing
Grammar

Materials Prepared:

Vowel charts
Word list with vowels
Mirrors
Mouth charts

Cross-Reference with Other Cultural Awareness Lessons:

Havasupai Customs
Havasupai Language

BILINGUAL CURRICULUM LESSON PLAN

Unit Title Sounds (Vowels) Level K - 3

Lesson Title Letter "A" No. 1

Objective: 1. The student will repeat and sound out the letter "A" to teacher with 10 examples of written words that start with the letter "A" in Havasupai with 100% accuracy.

Procedures: The student will find 10 words with the letter A.
The student will write 10 sentences with the letter A.
The student will read aloud words beginning with the letter A.

Description of Activities:

Write words.	Use Havasupai dictionary.
Look up words.	Use alphabet book.
Sound out words.	Present vowel chart.
Cite phonetics.	Practice points of articulation.
Show oral cavity.	Present manners and symbols.

Resources:
1. People - teacher, linguist, elderly
2. Materials - alphabet book, Havasupai dictionary, word list, vowel chart, flash cards, pencil, paper, crayons
3. Information - letter A words, phonetics, points of articulation, oral cavity
4. Equipment - not applicable

Evaluation: Observation; oral repetition of vowel sounds and 10 examples in sentences with the letter "A" with 100% accuracy on written and oral tests.

LANGUAGE DEVELOPMENT

Vocabulary

A - Havasupai	English
abl	apple
aamga	wander
alga	swollen
avga	hit

Content Emphasis
Vowel sounds; symbols in Havasupai

Thinking Emphasis
Recognition and comprehension skills

Language Emphasis
To build sentences

BILINGUAL CURRICULUM LESSON PLAN

Unit Title Sounds (Vowels) Level K - 3

Lesson Title Letters "A" and "E" No. 2

Objective: 1. The student will sound out and repeat 10 examples of the letter A and E to the teacher for each word that starts with A and E in Havasupai with 100% accuracy.

Procedures:

The student will identify words with the letter A.
The student will identify 10 words with the letter E.
The student will write 10 words with the letter A.
The student will write 10 words with the letter E.
The student will read 10 words with the letters A and E.

Description of Activities:

Write specific words.
Look up words.
Sound out words.
Practice phonetics.
Discuss oral cavity.

Use alphabet book.
Use Havasupai dictionary.
Use vowel chart.
Practice points of articulation.
Study symbols and manners.

Resources:

1. People - teacher, linguist, elders
2. Materials - alphabet book, Havasupai dictionary, word list, vowel chart, oral cavity, flash cards
3. Information - letters A and E, phonology, points of articulation, description of oral cavity, phonetic symbols
4. Equipment - blackboard, overhead projector

Evaluation: Observation; repetition of vowel sounds, 10 example sentences with the letters A and E with 100% accuracy
Written and oral tests

LANGUAGE DEVELOPMENT

Vocabulary

	Havasupai	English
A -	avoon	soap
	a'iila	thread
	a'uuh	needle
	a'ooda	diamonds
	aasa	ace

	Havasupai	English
E -	ee'e	yes
	eega	give
	evga	hear
	eheh	don't

Content Emphasis
Vowel sounds of A and E and symbols in the Havasupai language

Thinking Emphasis
Identify and associate letters A and E to Havasupai vocabulary list

Language Emphasis
Practice reciting, writing and identifying Havasupai words

LANGUAGE AND CULTURAL UNIT PLAN

Unit Title Morphology Grades K - 3

Theme: Knowing morphemes in language provides better understanding of Havasupai and English.

Concepts: The morpheme in a language means that words have root words, prefixes and suffixes.
Words are generally divided into parts with a string of sounds.
A base word can stand alone or have words added to it.

Goals: The student will learn that prefixes are attached in front of other morphemes.
The student will learn that a root word stands by itself as a base and that other morphemes can be added to it.
The student will learn that suffixes are attached after other morphemes.
The student will learn that morphemes is a string of sounds that possess meaning(s).

Objectives:

1. The student will write 10 examples of suffixes with 100% accuracy as homework and an in-class assignment.
2. The student will orally recite 10 examples of prefixes with 100% accuracy.
3. The student will provide 10 examples of root words in a written exercise with 100% accuracy.
4. The student will make a list of prefixes, suffixes and root words in his/her own native and English language with 100% accuracy.

Suggested Activities:

Root words will be determined.
Vocabulary list will be developed for dictionary building.
Oral recitations will be practiced.
Written exercises and homework will drill students to help them distinguish root words, prefixes and suffixes.
Morphology lessons will apply to Havasupai and English words.

Evaluation: The student will be tested on how well he defines and provides examples of suffixes, prefixes, root words orally and in written assignments of 10 examples until 100% accuracy is mastered.

Materials and Resources Suggested:

Linguist
Teachers
Vocabulary list
Root words

Elders
Havasupai dictionary
Morphology guide
Prefixes and Suffixes

Vocabulary List:

- prefix
- root
- suffix
- vocabulary list
- writing
- defining
- morphology
- sequencing
- morphemes (Havasupai/English)

Language Lesson:

Prefix - J = it's doing the action/movement

jalga
jaavga
jebqga
jhalga
jbevga

Root - yaam = to run or to make run

jivi-yaam
gwevi-yaam
vi-yaam gyu
mvi-yaam
vi-yaamyu

Suffix - ig = the thing that helps it to move/show

uu'-ig
vyaad-ig
yavw-ig
yulyul-ig
winwin-ig

Related Content Areas:

- Language Arts
- Linguistics
- Social Studies
- Grammar

Materials Prepared:

- Examples of morphesmes
- Vocabulary list
- Root words; prefixes & suffixes
- Concept cards
- Havasupai alphabet
- Havasupai dictionary
- Exercise sheets
- Morphology guide

Cross-References with Other Cultural Awareness Lessons:

- Havasupai Language
- Havasupai Customs

BILINGUAL CURRICULUM LESSON PLAN

Unit Title Vocabulary Levels 1 - 4

Lesson Title Translating Havasupai Words to English

Objectives:
1. The student will recite orally 10 terms in Havasupai with English translations with 100% accuracy.
2. The student will write a 20-word list using new words associated with the 10 terms in Havasupai with English translations with a minimum of 80% accuracy.

Procedures: The teacher selects the Havasupai words with corresponding English translations.
The student will develop a word list of 10 Havasupai words with 10 English words translated.
The student will expand the 10-word list with 10 newly associated words in Havasupai and English.

Description of Activities:

The student will practice reciting the 10 Havasupai words and 10 English words translated orally.
The student will develop and expand the word list as an in-class assignment.
The student will refer to the Havasupai and English dictionaries.
The student will take a spelling test.

Resources:
1. People - teacher, student, elders
2. Materials - dictionaries, 5 x 7 cards, papers, pencils
3. Information - Havasupai and English words defined
4. Equipment - not applicable

Evaluation: Oral exercises for pronunciation, written word lists for spelling accuracy, legibility and translation accuracy and spelling test.

LANGUAGE DEVELOPMENT

Vocabulary

waasivg	thinking
swaadg	singing
baajtiya	elders
gwegynavja	history
yimaja	dancing
thnudguuja	students
babela	papers
gwe thnudya	pencil
baa gwaaja	language
baa gwaa Haigu ii thnudja	translating into English

Content Emphasis
Learning to say and write Havasupai and English words with definitions provided

Thinking Emphasis
Translation, pronunciation, spelling and expanding on newly associated words

Language Emphasis
Recite words and meanings, develop Havasupai dictionary, build on Havasupai and English language skills

PAPAGO

PAPAGO

Occupying nearly 3 million acres along the Mexican border in Central Arizona, our reservation is second only to the Navajo in size. It is divided into 11 political districts, each of which has its own governing body, an elected council, and each of which elects two representatives to our tribal council. Our land is a beautiful desert of lush vegetation and wild life.

For all our acreage, there are only about 12,000 of us living in 50 villages on the reservation. Sells, our tribal capital and Papago Agency headquarters, has the largest population of 2,500 people. Most of the employment opportunities are in Sells. The major employers, accounting for over 95 per cent of our jobs, are the Papago Tribe, the Papago Agency, the U.S.P.H.S. Indian Health Service, and the Indian Oasis Public School District. The unemployment rate is 5 times greater than the national average while our per capita income is only one-fifth as great as the national average. Half of our villages still do not enjoy the benefit of electricity, and water is a continuing problem with a sixth of the villages still having to haul water.

San Simon School

Located 41 miles west of Sells, our school opened in the early Spring of 1977. It was built to replace two of our small B.I.A. schools and a small mission school; all three buildings had been condemned. Our 250 students, grades K-6, come from 12 villages of the western district of the reservation, i.e., Hickiwan, Kerwo, and Pisinemo. About 80 per cent of the children come from homes with neither electricity nor running water. The majority of the students ride the bus 2 hours each day getting to and from school.

San Simon is unique in that our administrators and over 80 per cent of our staff are Papago. We began working on our philosophy and curriculum when construction of our buildings began. As a result, we think we know who we are as a school, where we are going, and how to get there. We are a Papago school, a community of learners who do things together and learn from each other. The children and adults enjoy equal respect and carry equivalent responsibilities in the life of our school. We make decisions together for the good of the community as our people have been doing since I'itoi brought us to the surface of the earth and taught us how to live in harmony with each other and all things.

We have a fully integrated bilingual curriculum because we feel that our school must both accurately reflect our lives and also prepare our children for their future as Papagos and contributing citizens of our democracy. Parallel and overlapping curriculum in Papago and English facilitate student learning of basic skills in the areas of speaking, reading, and writing. Individualized, self-paced instructional programs and materials permit a child to make the transition to English at his own rate. By far the majority of students learn to read and write Papago first, although some actually read first in English, probably because so many more beginning reading materials are available in English than are available in Papago. We are, of course, delighted when such a spontaneous transition to English occurs.

A basic tenet of San Simon School's philosophy is that home and school experiences must not be disjunctive, but must be mutually supportive and reinforcing. By literally speaking the same language at home and at school, we feel we are practicing our philosophy. Our children are becoming more comfortable in school and more capable users of English each year. We believe their early school experiences are success experiences and that we can show them importance of English and education in our own way and in our own language.

Our curriculum is fairly well established and successful as a K-6 bilingual program. It is an individualized transitional model of bilingual education in which our children are introduced to basic academic skills in Papago which incorporates the ideas, traditions and materials of Papago culture. The experience of past years indicates that this is a most meaningful approach.

In addition, continued expansion and improvement of instructional materials to support the curriculum and training of staff to support a bilingual education program is our mission for increased success in Papago education.

Santa Rosa Ranch

Santa Rosa Ranch is a B.I.A. school located in an isolated section of the Papago Reservation in Arizona. The school serves children from 6 villages in a K-6 program, approximately 30 children. These children are housed during the week in a home-living situation on campus and return home on weekends.

A number of factors contribute to the language difficulties experienced by the children. First, is the case of geographic location. The nearest cities are Tucson, Ajo, and Casa Grande. These cities are 55 miles, 75 miles and 65 miles respectively from the school. The same distances apply in relation to the students' homes. Sells, the capital of the reservation, is 25 miles from the school and has only one general store, two garages, a hospital and no other service facilities. Only a few people possess their own vehicles and must depend on others for transportation to stores, hospitals, etc.

The socio-economic conditions of families is disadvantaged. Families depend on tribal, federal or state welfare for subsistence. Low income precludes the purchase of books, radios, televisions, trips to town, etc. which would contribute to the childrens' experiences and thus to their language experiences. Furthermore, three villages have no electric power so that the outside world does not enter the home through means of the media.

Schuck Toak District, in which Santa Rosa Ranch is located, has always been known as one of the most traditional districts on the reservation. The first language of the home is Papago. The overwhelming differences between the village and urban worlds are reflected in the dichotomy between home and school in order to help and instruct the students so that they become able to function effectively in both languages of their world.

School Board Philosophy

Education is society's means of preserving, enhancing and strengthening a way of life. Indian education must serve to accurately transmit the social and cultural needs of dynamic and growing American Indian tribes to their members. Education is an interdependent part of the goals and aspirations of the Papago which must take direction from the tribe's goals in economic development, social programs, natural resources development, cultural life-style, language and government. The school must serve in an accurate and meaningful manner the societies for whom intended. To meet this partnership with the other institutions in the Papago communities, programs will be designed to guarantee the survival of the Papago way of life in order for all to look forward confidently to the values that have kept the Papago traditions alive and sustained life on this continent.

The Santa Rosa Ranch School will foster in the students pride in themselves as members of a strong people and teach them skills and the understanding of life that is essential to keep them strong. To maintain their ability and determination to reach these objectives, the Santa Rosa Ranch School will strive to meet its goals of excellence.

The instructional program of the Santa Rosa Ranch School shall meet the educational and cultural needs of Papago students and the school community. The Papago children will increase their ability to learn from the spoken and written Papago and English.

Indian Oasis - Sells

The student population of Indian Oasis School District is 1000 of which 98 per cent are Papago children.

Although there is a large percentage of students who are bilingual, 98 per cent of the teachers are monolingual, do not speak Papago, and commute daily from Tucson, 150 miles round trip.

Because of the language difference between students and teachers, the school has experienced long and tedious work to be able to teach students well, and especially to assure that learning occurs. Therefore, the rationale to set up the Indian Oasis Teacher Learning Center is to improve direct services to the school district instructional personnel with the operation of a Mobile Audio-Visual Unit, through inservice university extension courses, and through expansion of resource materials and dissemination.

PAPAGO ORTHOGRAPHY

The writing system used in this manuscript to represent the sounds of the Papago language is a system known as the Alvarez/Hale orthography. The system was developed by Papago linguist Albert Alvarez and non-Papago linguist Kenneth Hale. This particular writing system like other American Indian systems is quite new, it was developed around 1969.

PAPAGO ALPHABET

Ofelia Zepeda

Papago Vowels: The English counter-parts are all approximate.

a	wako	water
e	eḍa	roses
i	bit	beet
o	ṣon	short
u	huḍ	boot

Papago Vowels (Continued)

In Papago all of the vowels can be pronounced long, that is the vowel sound is dragged out. This long sound is marked by a colon (:).

a:	ta:ñ	fa
e:	me:	There is no sound in English which is close to the Papago e:. An explanation for the e: sound might be to make the u: sound without rounding the lips.
i:	ki:	key
o:	to:n	bow
u:	hu:ñ	moon

Some of the vowels can be pronounced extra-short. These vowels are marked by ˘ above the vowel. These vowels occur only at the end of a word, as in the following examples:

bawi	In the case of the extra-short ĭ, there is of course no English counter-part. This particular sound is much like a whispered vowel, the vowel is literally aspirated.
nowĭ	
'uwĭ	
hehĕ	the extra-short ĕ and ă will vary among speakers, some speakers will aspirate the vowel, some will pronounce them fully as in the first examples of all the vowels.

Papago "dipthongs"

ai	bai	bite
ei	kei	Again there is no approximate sound in English.
oi	koi	boy
ui	kui	gooey
'	glotal	stop
	'a'an 'on	The glottal stop is caused by a stoppage of air in the throat.

Papago Consonants: The English counter-parts are all approximate.

b	bo:l	ball
c	ceoj	church
d	dai	though
ḍ	taḍ	There is no sound in English which is close to the Papago ḍ. This particular sound is created by having the tip of the tongue curl up to the roof of the mouth very much like the way the English r is made.

g	ga:t	gun
h	hon	how
j	je:n	jem
k	ki:	key
l	la:mba	There is no sound in English which is like the Papago l, this sound is made by having the tongue curl up to the roof of the mouth and then coming down quickly to the bottom of the mouth.
m	mu:n	moon
n	na:k	no
ñ	hu:n	canyon
ŋ	ca:ngo	finger
p		priest
s		suck
ṣ	ṣu:ṣk	There is no sound in English like the Papago s, however, the closest sound might be the sh in the word sheep, but the s in Papago again has the tongue curled up slightly toward the roof of the mouth
t	tai	thought
w	waw	wow
y	ya:nda	yes

LANGUAGE AND CULTURAL UNIT PLAN

Unit Title Papago Basketry Grades K - 8

Theme: Basket weaving has been a tradition of the Papago way of life. Papago baskets are useful and beautiful products.

Concepts:

Baskets are made for different purposes.
There are certain methods of making baskets.
Meanings of the unique designs and symbols are woven into the baskets.
Baskets are made from various materials.
Baskets vary with different tribes.
Papago people sing basket-making songs.

Goals:

To teach the student to appreciate the art of basket making.
To teach the student to learn the procedures of basket making.
To teach the student to learn what materials are used.
To teach the student to learn the uses of different baskets.
To teach the student to gather and make necessary materials for basketry.

Objectives:

1. The student will identify the types of natural materials used in basket making orally after presented by the instructors and will name all materials with 100% accuracy in Papago and English.
2. After the instructor has presented all the steps in preparing basketry, the student will produce one basket by correctly following the steps with 95% accuracy.
3. The student will write a two-page essay on the types of baskets and their uses and explain the designs in Papago basketry.

Suggested Activities:

A parent or elder can demonstrate basket making.
The elder will teach the songs and tell the stories about the basket.
The teacher should do follow-up on tapes.
Take the children on a field trip to an arts and crafts store to view the different kinds of baskets.
Gather materials for basket making.
Draw the designs or symbols to be used in weaving.
Compare Papago baskets to other baskets.

Evaluation:

The student will be able to compare all the differences of the baskets orally with 90% accuracy.
The student will identify materials used for basket making.
The student will explain meanings of basketry symbols.
Have the student demonstrate the beginning of making a basket.
An oral test will be given for student to name tools used.
Student will complete one finished basket.

Materials and Resources Suggested:

Basketry consultants
Pictures of basket making
Resource books
Slide presentations
Natural materials
Tools
Baskets
Design examples

Vocabulary List:

moho	bear grass	ma:lo	hammer
takwi	yucca	hodai	flat rock
'ihug	devil's claw	ṣonwuin	pounding
hua	basket	wainom̮	knife
owij	awl	su:dagǐ	water
wa:so	can	wakck	to dampen

Language Lesson:

Idam 'o hekaj 'e-nantod g hua, moho, takwi kc 'ihug.
This is what a basket is made of: yucca, bear grass, and devil's claw.

Owij 'o hekaj 'e-cu'akkaṣ g hua.
Awl is used to puncture the basket for weaving.

Ma:lo 'o g hua hekaj 'e-ṣonwuin
Hammer is used for pounding and shaping the basket.

Wa:so c'ed 'o tua g ṣu:dagǐ.
Put some water in a can.

Wainomkaj 'o ha-ta:tṣ g 'ihug, takwi kc moho.
Split devil's claw, yucca and bear grass.

Related Content Areas:

Social Studies
Science
Arts and Crafts
Art Appreciation

Materials Prepared:

Yucca soaked in water
Devil's claw soaked in water
Bunch of split bear grass
Six Awls
Pounding rock and hammer
Can of Water

Cross-Reference with Other Cultural Awareness Lessons:

Science of Ethnobotany
Social Studies of Papago
Papago Traditions and Customs

BILINGUAL CURRICULUM LESSON PLAN

Unit Title Papago Basketry Levels K - 8

Lesson Title The Process of Basket Making

Objectives:

1. The student will be able to orally identify the types of natural materials used in basket making with 90% accuracy.
2. The student will be able to start the beginning of a basket by him/herself with 100% accuracy.
3. The student will produce one basket.

Procedures:

The student will gather bear grass anytime of the year; yucca and devil's claw will be gathered at a certain time of the year. After the yucca is gathered, it is split and laid out in the sun to bleach and dry. The devil's claw is also cleaned from the skins. It is then placed in water and when soaked, it is split.

The student will soak yucca and devil's claw and also split bear grass. Have ready an awl, knife, large flat stone, a hammer and bowl.

The student will tie the yucca to form the base of the basket and begin weaving, adding bear grass from time to time as needed; also devil's claw for design.

Description of Activities:

Thoroughly explain to the student the sequential steps they are to follow as they are beginning their basket weaving.

The group of student basket weavers will be limited to a small number so that the teacher or consultant will be able to help each one individually.

The children will practice using the awl.

The children will help in thinning out the yuccas and devil's claw.

Resources:

1. People - elders, teacher, teacher-aides
2. Materials - yucca, devil's claw, bear grass, pan
3. Information - resource books, basket weaving process
4. Equipment - awl, the pounding rock, knife

Evaluation:

Oral exercise on identifying natural materials
Observation following steps
Production of one basket

Language Development: See next page

LANGUAGE DEVELOPMENT

Vocabulary

takwi	- yucca
moho	- bear grass
'ihug	- devil's claw
owij	- awl
wainom	- knife
ṣoñhinạkuḍ	- hammer
ṣu:dagĭ	- water
huas'a	- bowl
'iks	- cloth
cu'akka	- to puncture
ta:tṣ	: to split

Content Emphasis
Using all materials and actually weaving a basket

Thinking Emphasis
Gathering of natural materials during correct season; identifying materials and working with designs

Language Emphasis
Oral Papago and actual demonstration
Materials in native and English orally and written
Vocabulary building

LANGUAGE AND CULTURAL UNIT PLAN

Unit Title Pottery Making Grades 3 - 8

Theme: Papago pottery is a tradition of beauty and usefulness.

Concepts: Pottery can be used in a variety of ways.
Pottery is made through specific steps.
Results of finished pottery show beautiful and artistic craftmanship.

Goals:
The student will learn the process of pottery making.
The student will appreciate the Papago artistry of pottery making.
The student will understand the uses of Papago pottery.

Objectives:

1. The student will be able to recognize the words on a big chart when called upon with 80% accuracy.
2. The student will be able to identify the words orally with 90% accuracy in pronunciation.
3. The student will describe the kind of clay to use with 100% accuracy.
4. The student will make 3 items of pottery by following all steps in the preparation.

Suggested Activities:

Group discussion about pottery will be conducted.
Introduce other tribes' potteries.
Gather information from printed resources and potters.
Elderly consultants will demonstrate and discuss pottery making.
Gather materials for pottery making.

Evaluation: The student will be able to match and pronounce words correctly when called upon in small groups.
The student will be able to describe the process of pottery making.
The student will be able to give oral discourse on differences of pottery making among the various tribes.
The student will make 3 pottery items.

Materials and Resources Suggested:

Consultants
Pottery making tools
Resource books
Clay

Vocabulary List:

pottery piece - ha’a
mud, clay - bid
sweet - s-i’owĭ
jam - sitol
wheat - pilkañ
bean - mu:ñ
tortilla - cemait
many - mu’i
drinking - ’i:e
this - ’i:da
to learn - mascam
to taste - je:ki
seeds - kaij
cactus fruit wine - nawait
to break - hai

Language Lesson:

Sitol k c hushulida o pilkañi cemait wenatig s-i’owĭ.
Ma p to wakaig bid g mu i nahnko mas ha'ichu wa h nahto.
Huan o sna:ki bahidag wadagi.

Related Content Areas:

Social Studies
Science
History
Spelling
Reading
Math
Language Arts
Education
Geography
Linguistics
Economics

Materials Prepared:

Field trip
Consultant identified places to get mud (clay)
Discussion on types of mud to look for

Cross-Reference with Other Cultural Awareness Lessons:

Making Pottery
Oral Tradition
Foods
Vegetation
Stories
Arts and Crafts
Various Kinds of Pottery

BILINGUAL CURRICULUM LESSON PLAN

Unit Title Pottery Making Levels 3 - 8

Lesson Title Process of Pottery Making

Objective:
1. The student will distinguish what kind of mud (clay) to collect for pottery making.
2. The student will demonstrate the process of using the mud (clay) to make pottery.

Procedures: The student, after being shown, will follow step by step in putting together all the natural materials to make the clay for pottery (when to add fine sand, water, etc. to make the clay).

Description of Activities:

Field trip with a consultant will be taken.
The consultant shows where and what kind of dirt to get.
The consultant will demonstrate pottery making step by step.

Resources:
1. People - elderly who are familiar with land location (where dirt will be picked, parents and teacher
2. Materials - pan, paddle, old piece of pottery to use for a starter, a rag, doughnut for setter, water, smooth rock
3. Information - as much information as the student can get (tips and good pointers) for good pottery making; references on techniques
4. Equipment - shovel, bucket and screen

Evaluation: Did the children enjoy their trip?
Did the children help in gathering the natural materials for pottery making?
Have the children follow steps to pottery making in actually doing it.
Finished product; teacher observation

Language Development - See next page

LANGUAGE DEVELOPMENT

Vocabulary

tuha̯	-	white
wegĭ	-	red
bid	-	clay
mamşcamdam	-	teacher
je'e kc 'o:g	-	parents
jeweḍ	-	dirt
nantog	-	make
pi:go	-	pick
pa:la	-	shovel
da:pk hodi	-	smooth rock
haha'a	-	pottery
hakkoḍ	-	rag doughnut
ha'a şontpakuḍ	-	pan paddle
o'oḍ	-	sand
mu'i	-	many
na:to	-	make
na:nko hàicu	-	things
atcuda	-	starter/very base of pot
mat hebai o bei g je̯weḍ	-	location
ṣu:dagĭ	-	water

Content Emphasis
Making the pottery by following the steps.

Thinking Emphasis
Identifying materials for making pottery.

Language Emphasis
Discuss material in Papago orally

LANGUAGE AND CULTURAL UNIT PLAN

Unit Title Papago Crepe Paper Flower Making Grades K - 5

Theme: Papago crepe paper flower making is an art that Papagos have been doing for many years.

Concepts:

The process of crepe paper flower making is simple and fun.
The different styles and colors of crepe paper flowers are beautiful.
There are different uses of flowers at different occasions.
The flowers are produced as a money-making resource.

Goals:

The student will appreciate the art of making crepe paper flowers as a tradition of Papago culture.
The student will demonstrate his/her skill in making a variety of flowers.
The student will understand the different uses of flowers at different occasions on the reservation.

Objectives:

1. The student will be able to recall orally 8 out of 10 words in Papago when instructor uses flash cards with 80% accuracy.
2. The student will distinguish the 5 different steps by sequencing and using concept cards of the process of Papago flower making with 100% accuracy.
3. The student will be able to assemble a crepe paper flower in class with 100% accuracy.
4. The student will create a story in Papago by writing about two uses for crepe flowers in Papago with 80% accuracy in grammar and spelling.

Suggested Activities:

Observe a consultant when demonstration is done.
Gather materials needed to make flowers.
Have the students use flash cards with the words in Papago.
Check out material or books on flower making from library.
Visit shops where paper flowers are made.
Discuss different events or occasions when Papagos use flowers.

Evaluation:

Give written tests on the five steps of Papago crepe paper flowers.
Have student say orally all the words in Papago.
Have student produce 10 finished crepe paper flowers.

Materials and Resources Suggested:

Consultant knowledgeable in Papago flower making
Handouts prepared by teacher on the process of making flowers
Poster board and tacks
Crepe paper (assorted colors)

Materials and Resources Suggested: (continued)

- Scissors
- Home made glue (sugar/water/flour)
- Hot plate (if stove is not available)
- Wire (thin and thick)
- Cardboard or foam for wreaths
- Concept cards

Vocabulary List:

flowers	hiosig	green	s-ce:dagǐ
paper	tapial	church	ciopǐ
leaves	ha:hag	dance	piast
scissors	cihil	cemetery	hihaʼin
wire	aj wajnom	yellow	s-uam
red	s-wegǐ	money	lial
purple	s-i:bhaimagǐ	language	aga
white	s-tuha	Papago Culture	O'odham himdag
blue	s-a:niluag		

Language Lesson:

Writing sentences using vocabulary list

Related Content Areas:

- Social Studies
- Language Arts
- Decorative Arts

Materials Prepared:

- Wire
- Utensils for making glue
- Flash cards
- Patterns
- Examples of different flowers

Cross-Reference with Other Cultural Awareness Lessons:

- Lesson Planning
- Language Lessons
- Linguistic Analysis
- Language Development
- Oral Tradition

LANGUAGE AND CULTURAL UNIT PLAN

Unit Title Papago Traditional Food Grades 3 - 8

Theme: Papago cheese is a traditionally prepared food on the reservation.

Concepts: The preparation of the cheese requires many steps.
The use of necessary ingredients will vary for making hard cheese or cottage cheese.

Goals: The student will appreciate his/her culture and traditional customs.
The student will learn the process of making cheese.
The student will make cheese.

Objectives:

1. The student will be able to prepare the cheese in home economics class with all steps followed.
2. The student will be able to make a written report of 100 words on the process of cheese making with 80% accuracy on Papago spelling and grammar.
3. The student will be able to recognize the different steps of cheese making by stating the steps orally with 100% accuracy.

Suggested Activities:

Watch a film on modern cheese processing.
Observe cheese making on a visit to a farm.
Have a consultant at the school discuss the process.
Orally discuss the processes of making cheese.
Make vocabulary words on flash cards and language master.

Evaluation: A written test on 5 steps of making cheese will be administered.
The student will pronounce 8 out of 10 words to instructor in Papago.
The student will produce cheese and cottage cheese.

Materials and Resources Suggested:

Consultant from the community knowledgeable in cheese making
Use of the kitchen
Utensils and measuring
Vocabulary cards, Language Master cards and experiences

Vocabulary List:

gi:ṣo	-	cheese	wandi:ya	-	pan
kuao	-	cow's stomach lining	jewa	-	curdle

Vocabulary List: (continued)

íks	cloth	wi:b	milk
suila	skim milk	gews	weighten it down
haiwañ	cow	wa:so	can or bucket

Language Lesson:

A:ñi áñ ha-waké g haiwañ.	I milk the cow.
A:ñi áñ gigsod. ˘	I make cheese.
Wisilo b́ ám ku:pĭ kolai c'eḍ.	The calf is in the corral.
Wij na áñ hekaj wupḍa g haiwañ kakkio.	I use the rope to tie the cow's legs.
Wi:b áñ ám uáw wa:lđi c'eḍ.	I put milk in the bucket.

Related Content Areas:

Home Economics
Dairy Farm
Nutrition
Social Studies
Language Arts
Science

Materials Prepared:

Utensils
Vocabulary Cards

Cross-Reference with Other Cultural Awareness Lessons:

Language Development
Linguistic Analysis
Lesson Planning
Oral Tradition/Papago Language
Traditional Foods

BILINGUAL CURRICULUM LESSON PLAN

Unit Title Papago Traditional Food Levels 3 - 8

Lesson Title Papago People Have a Traditional Method of Making Cheese

Objective: 1. The student will be able to follow the process in making cheese using the right ingredients and equipment with at least 95% accuracy.

Procedures: The student will add liquid to kusho and salt. The mixture is stirred. If the mixture is not thick enough, more liquid is added. Let the milk with the ingredients set for 20 minutes. Then it is put into a pan outlined with cloth. The cloth is tied together to squeeze out the juice. Let it sit with a heavy object on top overnight. In the morning the cheese will be ready to be eaten.

Description of Activities:

The student will mix the ingredients to the milk.
The student will take out the juice.
The student will tie and prepare the cheese to set overnight.

Resources:

1. People - cheese maker, staff and students
2. Materials - milk liquid from kusho and salt, cloth
3. Information - directions and ingredients
4. Equipment - buckets, pans

Evaluation: Did the children accurately follow the instructors' directions? How well did the cheese made by the children turn out?

LANGUAGE DEVELOPMENT

Vocabulary

bucket	wa:ldi
milk	wi:b
pans	wapandi:ya
salt	ʼon
cloth	ʼiks
cow	haiwañ
cheese	gi:so
spoon	kusal
lie	wupda
board	huk
make	na:to
stir	ʼoil

Content Emphasis

The process of making cheese

Thinking Emphasis

Following and applying directions of making cheese.

Language Emphasis

While making cheese, students will make use of the Papago language

BILINGUAL CURRICULUM LESSON PLAN

Unit Title Papago Traditional Food Levels 3 - 8

Lesson Title Milking the Cow

Objective: 1. The student will be able to explain the process of milking a cow and tell orally with 100% accuracy.

Procedures: The student will round up the cows and their calves and put them in the corral.
The student will tie a rope around the cow's neck to the corral and also tie the hind legs together so the cow can stand still.
The student will bend down with the bucket and milk the cow until her/his bucket is full.

Description of Activities:

The students will bring in their own ropes.
The students will round up the cows.
The students will help the consultant milk the cow.

Resources:
1. People - students, cowboys, consultant and teacher
2. Materials - saddle, bridle, ropes, cows, calves, corral and experience in milking their cows
3. Information - gather from the people that have cows and who have experience in milking their cows
4. Equipment - not applicable

Evaluation: How well did the children do the roping?
How well did the students follow directions in milking the cow.
How well did the students do on their test in following procedures.

LANGUAGE DEVELOPMENT

Vocabulary

cow
calves
buckets
consultant
corral
students
cowboys
ropes
directions
equipment
demonstration
instruction
practice
following
horses

Content Emphasis
The steps of how to milk a cow.

Thinking Emphasis
Following directions from consultant.

Language Emphasis
Use of Papago language all the way through the procedures.

LANGUAGE AND CULTURAL UNIT PLAN

Unit Title Desert Edible Foods Grades 3 - 8

Theme: Desert edible foods have become a major part of the diet.

Concepts: Papago Indians have many different edible foods on the desert. Although all are not edible, certain types are highly nutritrious.

Goals:

The student will learn the varieties of edible foods.
The student will appreciate the food of his culture.
The student will learn the season in which certain food is harvested.
The student will identify differences between certain foods.

Objectives:

1. The student will be able to pronounce the names of foods with 90% accuracy.
2. The student will be able to recognize all words on a chart.
3. The student will be able to correctly pronounce all the words orally.

Description of Activities:

The teacher should invite a consultant to discuss the foods with the students.
Gather information.
Consultant will show students how to prepare and harvest plants.
Take students on a field trip to gather plants for food.
Prepare plants to cook.
Cook the plants for eating.

Evaluation:

The student will be able to identify the words on written assignments.
The student will be able to demonstrate by going through the process of preparing plants for food.

Materials and Resources Suggested:

Tools
Utensils
Resource people
Edible plants

Vocabulary List:

cucuis	-	organ pipe cactus fruit
'i:bhai	-	prickly pear fruit
wihog	-	mesquite bean

'i:swig	-	hedgehog
bahidaj	-	cactus fruit
siwol	-	onions
ha:ḍ	-	wild onions
bahidaj	-	cactus fruit

Vocabulary List: (continued)

i:wagĭ	spinach	kuṣul	thick jam
kuawul	wild red berries	ñe'e	sing
ba:bas	potatoes	'i:e	drinking
ho'ipig	remove the thorns	ha'icu	something
cu'i	flour	hugi	foods
maccuḍ	metate	s-ma:cig	the knowledge
ku:paḍ	tool picking	himdag	culture
sitol	syrup		

Language Lesson:

Review vowels and consonants
Review sight words
Phonetic drills
Decoding skills
Oral silent reading
Language experience stories
Chart stories

Related Content Areas:

Science
Social Studies
Language Arts
Art
Math

Materials Prepared:

Chart stories
Papago books (list attached to last page)
Phonics lessons - Papago

Cross-Reference with Other Cultural Awareness Lessons:

Arts and Crafts
Ranching
Clothing
Plants
Animals
Occupations

BILINGUAL CURRICULUM LESSON PLAN

Unit Title Desert Edible Foods Levels 3 - 8

Lesson Title Learning How to Gather our Desert Foods

Objective: 1. The student will learn when to pick the natural foods by describing and naming the food and seasons with 100% accuracy.

Procedures: The student will be instructed on what materials to pick, the tools to use in order for natural desert foods to be picked and then learn how to pick different natural foods.

Description of Activities:

The student will be shown on a chart what the natural foods look like and when they are picked or gathered.

The student will go on a natural food gathering walk.

Resources:

1. People - consultants, parent volunteers
2. Materials - tools, buckets, baskets, water, vitamin charts
3. Information - research gathered from ladies who know about different foods
4. Equipment - not applicable

Evaluation: Did the student learn the names of tools and foods?
Did the student learn the seasons when to pick certain foods?
Teacher observation will be a source of assessment.

LANGUAGE DEVELOPMENT

Vocabulary

wa:o	
kuipad	- picking stick
hua	- basket
waldi	- bucket
aj waiñomi	- thin wire
i'iks wi:pidag	- cloth remnants

Content Emphasis
Learning the desert foods
Learning the names of seasons

Thinking Emphasis
Identify the different foods and tools used to pick them.

Language Emphasis
Using the Papago language describing the foods and tools

LANGUAGE AND CULTURAL UNIT PLAN

Unit Title Papago Music Grades K - 8

Theme: Papago songs have a long oral tradition and are part of festive events.

Concepts: Papago songs have definitions.
The Papago have traditional songs, healing songs, social songs and school songs.
Linguistics, song words, rhythm, listening, pronunciation, and practice are functional to learning songs.

Goals: The student will be able to learn the Papago songs with the help of an elderly person.
The student will be able to distinguish the four different types of songs.
The student will respect and appreciate the types of songs.

Objectives:

1. The student will be able to know the words to a song first with the aid of an elderly person.
2. The student will be able to sing a song with an elderly.
3. The student will be able to distinguish the four different songs.
4. The student will be able to sing one song from each.
5. The student will be able to beat the drum, shake the gourd, and beat the basket to a rhythm in songs.
6. The children will be able to distinguish the accented beat from a regular beat.
7. The student will be able to distinguish the types of instruments that are used.
8. The student will be able to differentiate a low beat from a high beat; soft and a low beat.

Suggested Activities:

An elderly person can be invited to teach the students a song on high and low, hard and soft beats.
The student will listen to Papago music (a record) and sing along to practice the beats.
The teacher will sing the songs to be taught.
The class will listen to the stories that pertain to the songs.
The class will recite the words to the songs.
The class will know the difference between healing, social, traditional and school songs.

Evaluation: A test on singing the song orally will be administered.
A written assignment on how to spell the words in the song, by listening to a song on the tape will be given.
The student will be asked to give four examples, one from each song category; healing, social, traditional and school.

Materials and Resources Suggested:

Consultants
Elderly singers
Parents
Papago songbooks
Tapes
Tape recorder
Rattle
Rubbing sticks
Gourd
Basket

Vocabulary List:

ñe´e - sing
ñe´i - song
ádaw - gourd
hua - basket
tamblo - drum
ṣu:g - mocking bird
ṣu:dagĭ - water
hiwculdakuḍ - notched rubbing stick
ṣawkuḍ - rattle (gourd)
gohimeli - ceremonial round dance
cu:d/keihi - social round dance
nawait i'i - wine ceremony
ge ´egeḍ s-ñeñ ´eidkam - elderly singers
sitol - syrup

Language Lesson:

A´al ´o ñe ´e ´am ´e-maṣcamakuḍ t-am.
Hegam mo ´am keihiñ ´o mu´i ´e-we:maj.
Hua ´o s-ke:g´o´ohoḍag.

Related Content Areas:

History
Social Studies
Math
Papago History
Mockingbird
Water

Materials Prepared:

Gourd
Basket
Drum
Notched rubbing sticks
Rattle

Cross-Reference with Other Cultural Awareness Lessons:

Papago Culture
Papago History
Papago Legends and Stories

BILINGUAL CURRICULUM LESSON PLAN

Unit Title Papago Music Levels K - 8

Lesson Title Types of Songs No. 1

Objective: 1. The student will learn to distinguish the four different types of Papago music; healing, traditional, social and school songs.

Procedures: The student will listen to an elderly singer tell the meaning of the four types of songs.
The student will sing each song with an elderly singer.

Description of Activities:

Elderly singers will do presentations on the meaning of the songs.
They will explain the four types of songs going over the words in each song.
The student will sing along with the elderly.
Tape recordings will be made for continued practice sessions.

Resources:
1. People - elderly singer
2. Materials - tape recorder, gourd, rattle, drum
3. Information - meaning shared by elderly singer
4. Equipment - tape recorder

Evaluation: Oral tests and written assignments will assess student gain.
The student will be judged by the teacher on how well the student performs without the help of an elderly.

LANGUAGE DEVELOPMENT

Vocabulary
ñe’i - song
şawkuḍ - rattle
wako - gourd
hua - basket
tamblo - drum
hiwculdakuḍ - notched rubbing stick
ñe’e dam - elderly singer
gohimeli - ceremonial round dnace
cu:d/keihi - social dance

Content Emphasis
Listening, songs and meaning

Thinking Emphasis
Distinguish, thinking, composing

Language Emphasis
Papago to English, words in song, nouns

BILINGUAL CURRICULUM LESSON PLAN

Unit Title Papago Music Levels K - 8

Lesson Title Instruments No. 2

Objectives:
1. The student will be able to write about the five instruments used for Papago music with 100% accuracy.
2. The student will demonstrate skill in using instruments with # songs.

Procedures:
The teacher will introduce two instruments.
The teacher will demonstrate two instruments.
The student will play the two instruments with a song while being taught.

Description of Activities:

Invite consultant to teach songs to students.
At least 5 students will be able to sing one song by themselves.
The student will make a rattle.

Resources:
1. People - elderly consultants
2. Materials - sticks for notching, gourds to use for rattle making
3. Information - individual's research from at least 3 different elders
4. Equipment - finished Papago instruments to copy from when making instruments

Evaluation:
The student will be able to choose words and compare with the pictures.
Construct the instruments.
Perform with the instruments.

LANGUAGE

Vocabulary
gohimeli - ceremonial round dance
ge'eged-s-ñ̃eñ̃'idkam - elderly singer
hiwculdakuḍ - notched rubbing sticks
wako - gourd
ṣawkuḍ - rattle
hua - basket
ñ̃e'i - song

DEVELOPMENT

Content Emphasis
Making a rattle from a gourd by following directions and using the instrument with Papago songs.

Thinking Emphasis
Identify materials and make a rattle.

Language Emphasis
Discuss material in Papago orally.

BILINGUAL CURRICULUM LESSON PLAN

Unit Title Papago Music Levels K - 8

Lesson Title Dance and Rhythm No. 3

Objectives:

1. The student will be able to demonstrate the Papago round dance with fair consistency.
2. The student will read the words to the song first and then start singing the songs.

Description of Activities:

The student will observe a traditional round dance.
The student will be told the purpose of each dance and song.
The student will listen to records and tapes of Papago songs.

Resources:

1. People - elders from the community
2. Materials - tapes, records and songbooks
3. Information - meanings of different songs/dances
4. Equipment - drum, rattle, record player, tape recorder

Evaluation:

The instructor will observe a dance performed by the student.
The student will walk through the dance steps and practice rhythm and beat.
Did the students enjoy learning how to dance?
Did parents volunteer to help in teaching how to dance?

LANGUAGE DEVELOPMENT

Vocabulary

dance	- keihi
right	
left	
drum	- tamul
beat	- e-gewǐ
rattle	- sawkuḍ
basket	- hua
round dance	- gohimeli
fast	- s-hottam
slow	- s-ba:bagǐ

Content Emphasis
Learn how to dance to different songs.

Thinking Emphasis
Differentiate the different dance steps.

Language Emphasis
Learning the meanings of different dances and songs

LANGUAGE AND CULTURAL UNIT PLAN

Unit Title Papago Physical Education - Toka Game Grades K - 8

Theme: Papago traditional Toka Game has always been a part of Papago culture.

Concepts:
In a toka game, two pieces of equipment are used; the toka ball and toka stick.
Points made in the contest are added.
History of toka is still appreciated today.
Different villages compete with each other.
The first rule, when they cross at either end they win.
The heritage of the Papago games demonstrates special roles of young girls and ladies in a toka game.
There is a song to sing before the start of a toka game.

Goals:
Teach students the concepts of playing a toka game.
Teach students the specific methods used in a toka game.
Teach students the toka song.
Teach students when to earn the points.

Objectives:

1. The student will be able to demonstrate 3 instructional rules of the toka game with 100% accuracy.
2. The student will be able to demonstrate use of equipment with 100% accuracy.
3. The student will be able to demonstrate 2 ways to compete in a toka game with 95% accuracy.
4. The student will be able to demonstrate and practice playing the toka game with 100% accuracy.
5. The student will be able to sing the toka song with 100% accuracy after listening to an elderly sing the song.

Suggested Activities:

Get related information from a library book on other Indian games similar to the toka game.
Research Papago history for information on the role of the toka games.
Invite an elderly to the school to describe the history of toka games.
A consultant will show the old pictures of toka games.
A field trip to a toka game will be taken.
The school staff demonstrates the toka game to the students.
The students practice playing toka.

Evaluation:
The student will give an oral presentation to the class in Papago on the toka game.
The class will demonstrate a toka game by playing the game.
A test will be given by writing a short story about the toka game.

Materials and Resources Suggested:

Students will observe the staff and parents practice toka games.
Students will watch the other community play toka in Papago communities.
Students will make toka sticks and a toka ball out of greasewood trees.
When chopped from the tree, the bark is scraped off.
Some sticks are painted after the bark is removed.
When playing toka only toka sticks and toka balls are needed.
An elderly will be asked to sing the toka song for the team.

Vocabulary List:

ma:sig - paint
usaga - sticks
ola - ball
kui - tree
ha:sa - ax
wainomi - knife
huhu'ida - chase
toka - a kind of a hockey game
cicwidag - game
cicwi - play
ge:g - win
e-ge:gke - to lose
ṣo:bid - to guard

Language Lesson:

Toka 'o wud cicwidag.	Toka is a game.
Kui 'o 'amjeḍ 'e-na:to g 'ola.	Mesquite tree is used to make the ball.
Ha:sa 'o hekaj e-sonjk g kui.	The ax is used to chop the tree.
U'us'o 'e - mamsijed.	The sticks are painted.
E-ciciwidam at e-ge:kc.	The players are beat.
A'ai 'o 'e-huhuid g e-ciciwidam.	The players are chasing each other.
E-ciciwidam 'o a'ai e-ṣo:bid.	The players are guarding each other.

Related Content Areas:

Social Studies
History
Physical Education
Music
Math
Language Arts
Geography

Materials Prepared:

Library books about games of toka
An ax to chop the mesquite tree with
A chart showing how to make tools
A chart showing where players and opponents stand

Cross-Reference with Other Cultural Awareness Lessons:

Indian History
Papago Culture
Papago Game Development
Oral Tradition

LANGUAGE AND CULTURAL UNIT PLAN

Unit Title Basic Papago Sounds and Language Grades K - 3

Theme: There are basic vowel sounds in the Papago language.

Concept: All native speakers learn the basic sounds of the vowels of the Papago language.

Goals: The student will learn the basic sounds of the Papago vowels, a, e, i, o, u.
The student will write short sentences in Papago using the basic vowels learned.

Objectives:

1. The student will be able to say orally the vowels in Papago with 80% accuracy.
2. The student will be able to write short sentences using the words learned in Papago with 80% accuracy on class assignment.

Suggested Activities:

Use vowel chart, large poster board and individual charts and handouts for demonstration and recitation.
Use language master and cards recording the sounds of the vowels and using a word with that sound in it.

Evaluation: The student will do all sounds in Papago.
The student will write words using the vowel sounds.
The student will write short sentences in Papago.

Materials and Resources Suggested:

Consultant or linguist on Papago vowels
Flash cards of vowel sounds and example words
Charts, language master
Handouts of vowels

Vocabulary List:

i-hik - navel
e-jeg - hole
a-pa:n - bread
o-ko:s - sleep
u-huk - lumber
o'oho - write
to-mhai - to learn
e gi tag - vowels
bo cei - to say
O'odham aga - Papago language

Language Lesson:

To-mhai O'odham e-gitag higat o oho.
I will learn the Papago vowels so I can write.
Listening Skills: solving, finding out when to use sounds in certain words

Related Content Areas:

- Language Arts
- Oral Tradition
- Papago Language
- Social Studies
- History

Materials Prepared:

- Chart on vowels
- Chart on points of articulation
- Language master cards of vowel sounds and words

Cross-Reference with Other Cultural Awareness Lessons:

- Language Lessons
- Linguistic Analysis
- Language Development
- Oral Tradition

BILINGUAL CURRICULUM LESSON PLAN

Unit Title Papago Consonants Levels K - 1

Lesson Title Letter "B" "b"

Objectives:
1. The student will be able to recognize in writing the letters "B" and "b" in Papago with 100% accuracy after completing this lesson.
2. The student will be able to accurately repeat the sound for the Papago letter "B" and "b" after oral drill in this lesson.

Procedures: A flash card with the letter "B" and "b" with a picture will be orally drilled with the student. This flash card will be one of a set of ten. The student copies letters B and b from a chart a minimum of 5 times. The student will repeat as many times as necessary. If student has mastered this skill before the 20 minimum period is over then the student will color pictures of objects that start with letter "B" and "b."

Resources:
1. People - teacher, student
2. Materials - flash cards, charts, writing paper, pencil, crayons, picture of something that starts with "B."
3. Information - pictures, examples and explanations
4. Equipment - not applicable

Evaluation: The student will be given a pre-test to evaluate what he/she already knows about the Papago sound system. After every 5 sounds are taught then a post-test will be given. After completing all sounds of the Papago sound system then an overall post-test will be given.

LANGUAGE DEVELOPMENT

Vocabulary
ba:bas - potato (singular/plural)
ban - coyote
babad - frog
bo:l̲ - ball
bawĭ - tepary bean
bid - mud, clay
bisc - sneeze
bayoka - necklace

Content Emphasis
Phonetics - reading readiness

Thinking Emphasis
Repeat, recall, recognize, distinguish

Language Emphasis
Papago discussion

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BILINGUAL CURRICULUM LESSON PLAN

Unit Title Papago Consonants Levels K - 1

Lesson Title Post-Test after 5-Letters were Taught

Objectives:
1. The student will be given a written post-test after 5 lessons were taught and will score 100% before the student goes on to lesson 7.
2. The student will be given an oral post-test after 5 lessons are taught and accurately repeat the sounds before going onto lesson 7.

Procedure: The teacher will administer to each student, individually, an oral and written test for the first 5 letters taught in lessons 1 to 5.

Description of Activities:

The teacher will show the student a letter. The student will then orally make the sound of the letter accurately (lessons 1-5 letters).

The teacher will say a sound and the student will write the letter that goes with the sound. This will be the process for lessons 1-5.

Resources:
1. People - teacher, student
2. Materials - flash cards, paper, pencil
3. Information - lesson instructions, vocabulary
4. Equipment - not applicable

Evaluation: The student will score 100% on the post-test before he/she goes on to lesson 7.

LANGUAGE DEVELOPMENT

Vocabulary

b	ban	-	coyote
c	cu:wǐ	-	jackrabbit
d	da:k	-	nose
ḍ	meḍ	-	to run
g	gogs	-	dog

Content Emphasis
Phonics

Thinking Emphasis
Recall, recognize, distinguish, repeat

Language Emphasis
Papago consonants and vocabulary

LANGUAGE AND CULTURAL UNIT PLAN

Unit Title Papago Language Grades K - 6

Theme: The Papago people have a unique language.

Concepts: The Papago language has a consistent orthography.
The Papago language has an alphabet consisting of 27 sounds.
The Papago language has five sounds (a,e,i,o,u) which can be used to lengthen sounds, can be regular sounds and where they cannot be fully sounded.

Goals: The student will learn the orthography of the Papago language.
The student will demonstrate skills in reciting and writing the native language.

Objectives:

1. The student will learn the 27 sounds of the Papago language with 95% accuracy in oral and written exercises.
2. The student will be able to lay out a chart using the consonant sounds to sample words with 100% accuracy.
3. The student will chart out the Papago vowel consonants according to where they belong by sounding them out.

Suggested Activities:

The student will use a chart with the 27 Papago sounds on them.
The student will learn the first 13 basic sounds from a given time, then the second set in a given time.

Evaluation: The student will be given an oral test at the end of the lesson.
The student will be given a written test and will write out samples of the 27 sounds of the alphabet.

Materials and Resources Suggested:

Papago language charts
Vowel and consonant charts
Language consultants

Vocabulary List:

O'odham ñiokĭ kaidag - Papago sounds
(A)gmhu hugkam(Y) O'odham ha-kaidag - Twenty-seven Papago sounds
Ha'icu 'a:ga ha-na:toi 'ant o hekaj - Word list using words from a to y

Language Lesson:

Id'o wuḍ áli - This is a baby
Id 'o wuḍ ge babad - This is a frog
A:ñi añ ge cu:wǐ ṣoiga - I have a pet rabbit
Id 'o wuḍ daikuḍ - This is a chair
Id 'o wuḍ eṣ - This is a chin

Related Content Areas:

Papago Language Arts
Papago Creative Writing
Papago History
Social Studies

Materials Prepared:

Papago language alphabet charts
Papago language sentences
Tapes having the Papago sounds
Papago dictionary
Papago sample prepared materials

Cross-Reference with Other Cultural Awareness Lessons:

Papago Language Lessons
Social Studies
Orthography

LANGUAGE AND CULTURAL UNIT PLAN

Unit Title Papago Prefix "I" Grades K - 8

Theme: Papagos have prefixes in their alphabet and one of them is "i."

Concept: "I" in a prefix of some words will designate command forms.

Goals: The teacher will be able to teach the student the prefix "i" and how it could change the meaning of words when it is attached to the front of a word.

The teacher will teach the student the different aspects of how and when to use "i" with which words.

Objectives:

1. The student will be able to list 50 words with the prefix "i" as a homework assignment.
2. The student will discuss the prefix "i" and the regular "i."
3. The student will be able to practice the prefix "i" in 15 written sentences.
4. The student will arrange 20 words with the prefix "i" on a key word chart with 80% accuracy.

Suggested Activities:

Have the student make some flash cards on the prefix "i" and allow classmates tell him if it's the prefix "i" or the regular "i."

Do an illustration on the prefix "i."

Evaluation: Give the student a list of 50 words without the prefix "i" and have him/her write the prefix "i" where he/she thinks the "i" belongs as a prefix with 90% accuracy as an exam.

The student will orally tell the teacher 25 words that have a prefix "i" with 85% accuracy.

Materials and Resources Suggested:

Teacher
Tag board
Pencil
Markers
Scissors
Key rings

Vocabulary List:

i-me:l - run over here
i-wakon - wash her
i-ju:ñ - do that
i-gaswañ - comb her hair
i-him - come here
i-a:gid - tell her/him
i-jumalkat - lower it down
i-ku:piok - open it
i-waɖgit - wet it
i-moihun - soften it

Language Lesson:

Am gi-wadait g wa:ge. - Wet the dough.
Am g wakon g ali. - Bathe the baby.
Am g haṣ i-jung 'e-hidoḍ. - Do something to your _______.
I-gaswañ g e-mo o. - Comb your hair.
Abg'i-hi:m. - Come here.
Am g a:gid hegai. Tell her/him.
Ab g'i -jumalkat g wijna. - Lower down the rope.
A b g i-ku:piok g pualt. Open the door.
I-me:l ab n̆-wui. - Run to me.
I-moihun g jeweḍ. - Soften the dirt.

Related Content Areas:

Social Studies
Language Arts
Consultants

Materials Prepared:

Flash cards
Large chart
Key rings
Scissors
Markers

Cross-Reference with Other Cultural Awareness Lessons:

History
Consultants
Linguistics

LANGUAGE AND CULTURAL UNIT PLAN

Unit Title Papago Suffix Grades K - 5

Theme: The Papago have an instrumental suffix "kud." "Kud" turns verbs into nouns.

Concepts: Words are made up of morphemes.
The student will be able to know what the instrumental suffix is.

Goals: The student will understand Papago morphology.
The student will understand what morphemes are in the Papago language.
The student will know how to create new words using the suffixes.

Objectives:

1. The student will be able to distinguish the suffix "kud" by writing five words using "kud."
2. The student will distinguish the suffix "kud" when it is seen by pointing to the words that have "kud."
3. The student will be able to write ten sentences using words with the suffix "kud" and will write them correctly.

Suggested Activities:

Make flash cards using suffixes and nouns.
Create new words using flash cards.

Evaluation: A written test will be given with nouns and suffixes.

Materials and Resources Suggested:

Papago linguist
Dictionary
Flash cards
Teacher-made handouts

Vocabulary List:

daikuḍ - chair
wo'ikuḍ - bed
ṣo:ṣomakuḍ - sewing machine
woskuḍ - broom

Language Lesson:

Daikuḍ 'o ge s-cuk.
ñ-wo'ikuḍ smoik.
Ṣo:ṣomakuḍ 'o ge ge'ej.

Related Content Areas:

English
Reading

Materials Prepared:

Dictionary

Cross-Reference with Other Cultural Awareness Lessons:

Papago Linguist
Papago Language and Culture

LANGUAGE AND CULTURAL UNIT PLAN

Unit Title Papago Reading Grades K - 8

Theme: American Indians have had an oral tradition for generations. Today many have their own writing systems and can read and write in their own native languages.

Concepts:
Papago has a unique sound system.
Papago has specific symbols to represent their sounds.

Goals:
To teach the student how to read Papago books during the school year.
To teach the student how to read language experience stories.
To teach the student how to read chart stories.

Objectives:
1. The student will be able to orally read and comprehend a minimum of 15 Papago books with 100% accuracy.
2. The student will be able to orally read and comprehend language experience stories with 100% accuracy.
3. The student will be able to orally read and comprehend chart stories with 100% accuracy.

Suggested Activities:

Write language experience stories.
Read own story and that of other students.
Write chart stories and read them.
Read book of choice from Papago book list - minimum of 15.
Review consonants and vowels, sight words.
Apply decoding skills.

Evaluation:
The student will be given a pre-test in reading to evaluate his/her knowledge of Papago reading.
The student will read and comprehend 15 or more books in Papago, language experience stories and chart stories at the end of the school year.
The teacher will maintain a record book of the progress of each child.

Materials and Resources Suggested:

Paper
Chart
Story
Construction
Tag board
Pencils
Pens
Staples
Markers
Papago book

Vocabulary List:

ban - coyote
gogs - dog
haiwañ - cow
bo:l - ball
da'ikuḍ - chair
ju:kam - Mexican American
kui - mesquite tree

ki: - house or live
pa:la - shovel
taḍ - foot
wo'o - charco
pa:ḍo - duck
ñuwi̮ - buzzard
cu:wĭ - jackrabbit

Language Lesson:

Review vowels and consonants
Review sight words
Phonetic drills
Decoding skills
Oral silent reading
Language experience stories
Chart stories

Related Content Areas:

Science
Social Studies
Language Arts
Art
Math

Materials Prepared:

Chart stories
Papago books
Phonics lessons - Papago

Cross-Reference with Other Cultural Awareness Lessons:

Arts and Crafts
Ranching
Clothing
Plants
Animals Occupations

PIMA

GILA RIVER INDIAN COMMUNITY

PIMA

Background

The Gila River Indian Reservation of the Pima Tribe is located in South-Central Arizona. The Pimas have lived for centuries on their desert land; terrain which is arid and mountainous.

Historically, the Pimas believe their ancestry to be from the "Hohokam - The People Who Are Gone." Interesting legends and studies about the Hohokam say no one knows where they came from, or what became of them.[1]

During the 1800s the Maricopa, a Yuman speaking people, moved from the lower Colorado River region to settle on the Gila River. The two tribes -- Pima people and Maricopa people joined alliances and depended upon each other for defense and protection from the same enemies.[2]

As a result of American expansion, the U. S. Government established the Pima-Maricopa Reservation under the Indian Appropriation Act of February 28, 1859.[3] Indian agents and the federal government found that scarcity of water was a paramount problem for the Pimas and Maricopa. Aside from the conditions, the first mission day school was established in 1871.[4] Students from three Pima villages and one Maricopa village attended the school.[5]

Today, the Pima have undergone transitions from the impact of modern life. Older Pimas are fluent in their language, although the younger generation is experiencing adaptations and consequences which affect both native language and English language proficiency.

Sacaton

Since language is a function of culture, an obvious starting point in the building process is the background and basis from which language is drawn and understood; only the known culture can be used as the foundation for language development. The Sacaton School District will address this in Social Studies.

Less than 10 per cent of the children in Sacaton are English proficient. The remaining are verbally functional, limited English speaking or non-English speaking.

At the present time there are extremely limited materials in the Pima language. Reading texts are non-existent and mathematics materials consist of number charts in both languages. Materials can be developed in consort with the implementation of the program for the children. The program then becomes an exemplary program of bilingual education:

- Instruction will be given in English and the native language of the children.
- The cultural heritage and practices will provide the basis for the instructional program.
- The instruction will begin in one subject of study in order to establish a foundation for expansion into other subjects as materials and other resources become available.

INSTRUCTIONAL DESIGN

CURRENT AND HISTORICALLY

English		Concept		Pima
Personal Self	←	Self	→	Cultural Self
Concept of Family	←	Family	→	Extended Family
City	←	Community	→	Tribe
Geographical State	←	State	→	Reservation
United States	←	Nation	→	Indians of the U. S.

The development of materials can be achieved as the concepts of the subject are taught to the children, specifically as they are student designed, staff developed and parent approved. The total community can become meaningfully involved as active participants in the program on an immediate as well as extended basis since the ultimate goal of the program is to develop a dual curriculum in Pima and English for use in the schools.

The proficiency of the children in the English language will be enhanced in skills development, understanding and usage. By following the accepted practices of the Pima culture, the program will receive community support, acceptance and assistance.

There are two major reasons why Pima children should use their native language. First, the language of the Gila River Indian Community is Pima. Children hear it used among parents and community members. Being able to speak Pima well creates a form of acceptance. Secondly, the language the majority of children speak is a form of "Indian English" where the structure and pronunciation of the Pima language is used in speaking English.

Unless the differences between the two languages are clearly identified and recognized, children will continue to blend the two and standard English will never be mastered. The teaching of English plus the teaching of Pima will allow children to separate the two and make it possible for children to develop appropriate language in each.

The native language is to be integrated into the curriculum in a natural and meaningful manner. Since the child is familiar with Pima language, initial knowledge about the structure of the language must be understood before standard English language can be mastered. The implementation of the dual curriculum in Pima and English is imperative and of primary concern.

The English curriculum will consist of the state-adopted and district provided materials and resources. The Pima language materials and resources will be developed during the course of the program. For quality control, subject matter will be elicited from Pima staff and parents, authenticity will be verified by recognized community members and language will be approved by recognized authorities of the Pima language. Community members and tribal representatives will be used as primary resources in developing all materials.

The ultimate goal of bilingual education in Sacaton is to provide dual-language and dual-curriculum in major subject areas through which children can become proficient in English skills while understanding and retaining their Pima language and culture.

Governing Board Goals

To ensure that Pima/Maricopa culture is included in every aspect of the educational process, the Governing Board hereby adopts the following goals, which will be monitored on a continuing basis and will result in a year-end review and evaluation:

Board

A. Increase the number of community members involved in all positions in the school system.

B. Develop a working relationship with the Gila River Tribe.

C. Expand the educational system to meet the needs of all members of the community.

Staff

A. Develop a health/educational program based on standards developed from research, testing, and follow-up.

B. Provide a staff training program stressing culture, attitudes, mutual respect, and higher standards/expectations.

C. Foster parental involvement in the educational process.

D. Stress the importance of self-image, respect, positive attitude, and success in all aspects of learning.

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[1] Jay J. Wagoner, Early Arizona Prehistoric to Civil War, University of Arizona Press.

[2] Robert Hackenberg, Pima-Maricopa Indians, Garland Publishing, Inc., New York, N. Y., 1974.

[3] Senator Carl Hayden, A History of the Pima Indians and the San Carlos Irrigation Project, U. S. Government Printing Office, Washington, D.C., 1965.

[4] ________, Among the Pimas, The Ladies' Union Mission School Association, Albany, New York, 1893.

[5] Ibid.

PIMA ORTHOGRAPHY

The Pima writing system has been newly developed. This particular writing system used in this manuscript was developed in 1975 by a select group of Pima educators and native speakers of Pima. The system resembles the Alvarez/Hale orthography of the Papago as it was greatly influenced by Mr. Alvarez and students of Kenneth Hale.

PIMA ALPHABET - The Pima system is similar to the Papago system.

Vowels:

a	vako	washed
e	eḍa	inside
i	bit	mud
o	shon	base, corner
u	huḍ	sunset, came down

Pima uses the colon (:) to show vowel length:

a:	ta:ñ	asking for
e:	me:	ran
i	ki:	house
o:	to:n	knee
u:	hu:ñ	corn

Pima uses   above the vowel to show the extra short sound of a vowel:

bavĭ	tepary bean
novĭ	hand
'uvĭ	woman
hehĕ	laughed

Pima "dipthongs"

ai	bai	ripe, done
ei	kei	bit
oi	koi	slept
ui	kui	mesquite tree
'	glottal stop used to show stoppage of air in the throat.	

Consonants

b	bo:l	ball
ch	cheoj	boy
d	dai	set
ḍ	taḍ	foot
g	ga:t	gun
h	hon	back
j	je:ñ	smoking
k	ki:	house
l	li:ma	file
m	mu:ñ	beans
n	na:k	ear
n	hu:n	corn
ṣh	ṣhu:ṣhk	shoe
t	tai	match
v	vaik	three
y	ya:nda	tire

LANGUAGE AND CULTURAL UNIT PLAN

Unit Title Pima Culture (Elders) Grade K - 5

Theme: The elders are the true experts in the Pima tribe where culture is concerned.

Concept: Basketry, dance, music and singing are all Pima traditions.

Goals:
To teach the student to appreciate Pima culture.
To teach the student to master one dance.
To teach the student to sing a song.
To teach the student to recognize a pascola tune.

Objectives:
1. The student will demonstrate one dance to the class with 90% accuracy.
2. The student will sing one song with 90% accuracy.
3. The student will be able to distinguish the difference between a pascola dance from a round dance in a written assignment with 80% accuracy.

Suggested Activities:

Have elder come in to talk to students about how it was in past times with 90% accuracy.
Make inquiries about traditional beliefs.
Have elders sing and demonstrate a pascola and round dance.
Students will emulate the elders by going through the procedures of the dances.

Evaluation: The student will be able to sing and dance at least one song or dance with at least 90% accuracy.
Teacher observation of the demonstrations by the students;
Written activities on the meaning of the dances with 80% accuracy will be forms of assessment of student's learning.

Materials and Resources Suggested:

Gourd rattles
Basket and stick
Violin
Tape player
Tapes (cassettes)

Vocabulary List:

shavkud - gourd rattle
basket - hua
stick - u:s
leggings - chechkoshda (for pascola dancer)
vaila - dance
ne'e - singing
violin -

Language Lesson:

Pima language:

Hegai o:ks o am he gaj heg hua ch u:s.
Mike ath skeg th ne'e ch.

Related Content Areas:

- Music
- Language Arts
- Social Studies

Materials Prepared:

- Tape recordings of elders' presentations
- Transcription of songs
- Background information on songs
- Background information on dance

Cross-Reference with Other Cultural Awareness Lessons:

- Pima History
- Pima Arts and Crafts
- Pima Language
- American Indian Music

BILINGUAL CURRICULUM LESSON PLAN

Unit Title Pima Culture Levels K - 5

Lesson Title Story Telling - Legends

Objective: 1. The student will listen to the story about the "Ho'ok oks" and identify the main event of what really happened; describe how in a well written essay.

Procedures: Have story teller tell the story of Ho'ok oks.
Have students listen to the story.
Have students discuss story with story teller.

Description of Activities:

Point out main characters of story orally.
Show filmstrip on the location.
Take a field trip.
Write a two-page essay.

Resources:
1. People - resource speakers, teacher, teacher aides
2. Materials - tape of the story, drawings, locally developed curriculum
3. Information - geographic information on location of story
4. Equipment - recorder, camera

Evaluation: The student will learn about the story of the old witch and draw a picture related to the story.
The student will write a story of the picture as an essay.

LANGUAGE DEVELOPMENT

Vocabulary
ho'ok oks - witch lady
'a'al
i'ithoi
haiĉhu

Content Emphasis
Meaning of the story
Illustrations of the story

Thinking Emphasis
Interpretation of story
Understanding the story

Language Emphasis
Pima words translated into English

LANGUAGE AND CULTURAL UNIT PLAN

Unit Title Pima Basketry Grades 3 - 8

Theme: Pima basketry is a traditional art which serves a useful purpose.

Concepts:
Baskets are made for different uses.
There are certain methods of making the baskets.
Unique designs and symbols are woven into the baskets.
Baskets are made from various materials.

Goals:
The student will appreciate the art of basketmaking.
The student will learn the procedure in basketmaking.
The student will understand what materials are used.
The student will understand uses of different baskets.

Objectives:

1. The student will describe orally the types of natural materials used in basketry as presented by the instructor and will name all three correctly in Pima and English with 85% accuracy.
2. The student will explain the uses of Pima baskets in a written essay by providing at least 3 examples.
3. The student will produce one basket by following the steps necessary in preparing materials and weaving with proper implements.

Suggested Activities:

Present the natural materials used to make baskets.
Demonstrate the steps necessary in preparing the materials by the instructor or elders.
The students can go on nature walks and learn to identify natural materials.
Take field trips to gather materials to use in basketry.
Take field trips to cultural shops and museums viewing basketry collections.
Illustrate designs and symbols for baskets.
Provide a filmstrip presentation on American Indian basketry.
Compare Pima basketry with other tribes and cultures.
Compare the symbols and their meanings.
Refer to books and printed-illustrated materials on basketry.
Elders will provide legends and stories about Pima basketry and the Pima Basket Dance.
Analyze and report on the change of colors for signs that will determine patterns in baskets.
Develop booklets on basket making by illustrating and describing the whole process through final products.
Draw a mural of the Pima Basket Dance.
Write an interpretation of the dance.
Discuss the variety of dances from other cultures which correlate with the Pima Basket Dance.

Evaluation: Teacher observation
Oral interpretation by the student
Written work; report or essay by student
Demonstration and production of a finished product
Use of Pima terms for materials, uses and designs

Materials and Resources Suggested:

- Elders designs
- Picture charts on different basketry
- Cards
- Weaving sequence chart
- Elders
- Willows
- Cattails
- Awl
- Bucket
- Books
- Can
- Water
- Knife
- Instructor
- Devil's claws

Vocabulary List:

ovich - awl
udvak - cattails
che-ul - willows
i-huk - devil's claws
shudagĭ - water
vaso - bucket or can
hodai - rock
vainom - knife

Language Lesson:

- Materials used in Pima and English writing vocabulary
- Use of oral language
- Uses of different types of baskets
- Name of designs in baskets

Related Content Areas:

- Language Arts
- Social Studies
- Reading
- Science
- Arts and Crafts
- Ethnobotany
- Music
- Dance

Materials Prepared:

- Pima designs on baskets
- Picture cards
- Sequence Chart
- Preparation of willows and devil's claws
- Cattails; dried and pitted

Cross-Reference with Other Cultural Awareness Lessons:

- Traditional Ceremonies
- Pima Linguistics
- Weaving
- Pima Basket Dance

BILINGUAL CURRICULUM LESSON PLAN

Unit Title Pima Basketry Levels 3 - 8

Lesson Title Process of Pima Basketry

Objective: 1. After having the instructor present the steps in preparing a basket, the student will produce one basket by correctly following the steps.

Procedures: The instructor will demonstrate all steps in basket making. The student will follow the instructions.

Description of Activities:

Field trip to gather materials for making a Pima basket.
Show sample of basket to the students.
Tell related story of Pima basketry.
Preparation and demonstration by an elder.
Discussion on the various uses and designs of Pima baskets.
Students draw their own designs and explain their meanings.
Have students construct their own basket.

Resources:
1. People - elders, instructor, teacher aides
2. Materials - willow stems, devil's claws, cattails, water, container
3. Information - book on Pima baskets, background information on plants used
4. Equipment - knife, awl, rock

Evaluation: Teacher observation.
Producing a finished product.
Oral response to questions using the Pima language (terminology).

LANGUAGE DEVELOPMENT

Vocabulary
che ul - willows
udvak - cattails
i huk - devil's claws
shudagi - water
hua - basket
vaso - bucket (can)
vainom - knife

Content Emphasis
Basket making and designs

Thinking Emphasis
Creating a basket with unique designs

Language Emphasis
Pima words for basket materials in both Pima and English

LANGUAGE AND CULTURAL UNIT PLAN

Unit Title Pima Basket Dance Grades K - 5

Theme: The Pima Basket Dance is a tradition which occurs on specific occasions.

Concepts:
The Pima Basket Dance is a custom of long tradition.
Specific clothing is worn during the dance.
There are legends associated with the dance.

Goals:
The student will respect the Pima Basket Dance.
The student will understand the traditional stories of the Pima Basket Dance.
The student will learn to perform the dance.

Objectives:

1. The student will explain the significance of the Pima Basket Dance in a well prepared essay.
2. The student will report on a particular legend and illustrate a booklet related to the story.
3. The student will demonstrate traditional skills in performing the dance.

Suggested Activities:

Write stories about the dance.
Select Pima designs for custumes.
Get information from resource persons.
Obtain references from books in library on Pima.
Use pictures taken during special events.
Practice dance steps.

Evaluation:
The student will be able to perform the basket dance.
Write essays and produce and illustrate student-made basket.

Materials and Resources Suggested:

Crayons
Black markers
Pencils
Paper
Tape recorder
Resource person
Pima designs
Tapes

Vocabulary List:

dye
designs
dance
clothing
skirts
meaning
basket
step
follow
turn
together
move
swing
use
color
between
middle
first
feet
hand

Language Lesson:

- Writing exercises
- Vocabulary and usage
- Reading exercises

Related Content Areas:

- Geometry
- Language Arts
- Reading
- Spelling
- Music and Dance
- Social Studies

Materials Prepared:

- Pima designs on borders of the skirts
- Make own costumes

Cross-Reference with Other Cultural Awareness Lessons:

- Pima Traditional Ceremonies
- Pima Linguistics
- Pima Legends and Folklore

BILINGUAL CURRICULUM LESSON PLAN

Unit Title Pima Basket Dance Levels K - 5

Lesson Title Pima Basket Dance and Song Procedures

Objective: 1. The student will be able to perform the Pima Basket Dance and sing a song with accuracy by demonstrating steps and singing the words of the song after observing the performance of the elders.

Procedures: The instructor and elders will demonstrate the steps to the dance and the song.
The student will imitate the instructor and elders.

Description of Activities:

The meaning and the story of the song and dance is told by an elder.
The words to the song are explained.
The steps to the dance are demonstrated.
The values of the Pima culture are explained relating to the basket dance.
The design of the basket will be selected.
Use resource persons and library for more information on Pimas.
Perform the basket dance for the school.

Resources:
1. People - elders and instructors
2. Materials - Pima designs, reference books
3. Information - meaning of the dances, songs and stories
4. Equipment - tape recorder, tapes

Evaluation: Teacher observation
Demonstration of the dance and song
Oral response and discussions
Written exam

LANGUAGE DEVELOPMENT

Vocabulary
dye
dance
clothing
basket
follow
steps
together
move
swing
between
middle

Language Emphasis
Writing exercise, vocabulary and usage, reading skills, Pima words within the context of the dance.

Thinking Emphasis
Meaning of the Pima basket dance

Content Emphasis
Pima basket dances, songs and stories

LANGUAGE AND CULTURAL UNIT PLAN

Unit Title Pima Dances Grades K - 5

Theme: There are various types of Pima traditional dances.

Concepts:
There are traditional clothing appropriate to the dances.
There are specific dance steps.
Certain instruments are used for particular dances.

Goals:
The student will appreciate the traditional and social dances.
The student will learn the traditional dress worn for a specific dance.
The student will learn the various dances.

Objectives:
1. The student will identify the traditional songs from the social songs by use of a tape recorder with 90% accuracy.
2. The student will identify the instrument used for the dance by selecting the correct instruments from a display with 85% accuracy.

Suggested Activities:

Listen to various types of Indian music.
Listen to only Pima traditional and social music.
Visit social activities that involve dances.
Display Indian musical instruments.
Invite consultants to do dances and sing songs.
Participate in the dances.
Visit other schools.

Evaluation:
In-class oral exercises
In-class demonstrations with other children
Identify instruments on worksheet

Materials and Resources Suggested:

Paper
Crayons
Pencils
Tape recorder
Tapes
Indian musical instruments
Records
Consultants

Vocabulary List:

gourds
traditional
social
steps
instruments
records
chants
speech
music

Language Lesson:

Listening skills in identifying types of music played.
Write an example of sentences using word list above.
Write sentences using words from vocabulary list.

Related Content Areas:

Science
Math
Language Arts
Music
Social Studies
Clothing

Materials Prepared:

Ditto worksheet picture charts
Tape recording
Display of Indian musical instruments borrowed from a resource center

Cross-Reference with Other Cultural Awareness Lessons:

Pima Customs
Pima Legends
Pima Music

LANGUAGE AND CULTURAL UNIT PLAN

Unit Title Kinship Chart Grade 2 - 4

Theme: A kinship chart reflects the immediate family: father, mother, sister, brother, and grandparents, aunts and uncles.

Concepts: The kinship chart portrays family relatives.
Hereditary lines of ancestry is important for individuals to know.

Goals: The student will learn how to say mother, father, uncle, aunt, sister, brother, and grandparents in Pima.
The student will respect their family.

Objectives:

1. The student will say mother, father, sister, brother and relatives in Pima orally with 80% accuracy.
2. The student will develop a kinship chart of family relatives as an in-class assignment to provide names in Pima.

Suggested Activities:

The student will write the names of his/her father and mother in Pima and English.
Use words that relate to students' kinship from resources.
Draw pictures of the family.
Write stories about each family member.
Discuss the roles of each family member.

Evaluation: The student will identify 8 out of 10 names of his Pima kinship.
The student will match picture cards with the Pima word when shown to them.
Spelling tests will measure Pima accuracy.
Stories and reports will be studied for student's work.

Materials and Resources Suggested:

Pencils
Picture cards of family
Vocabulary cards
Consultants
Parents/grandparents
Pima Dictionary
Pima orthography
Family pictures

Vocabulary List:

o:g - father
je'e - mother
chehia - sister
viapoi - brother
= ve:nag

Language Lesson:

Pronounce the names of family members.
Read the names of family members in Pima.
Study vocabulary and word lists.

I:da od ñ o:g - This is my father.
I:da od ñ je'e - This is my mother.

Related Content Areas:

Reading
Social Studies
Language Arts
History

Materials Prepared:

Word list
Picture cards of family members
Kinship chart

Cross-Reference with Other Cultural Awareness Lessons:

Pima Linguistics
Pima History
Pima Culture

BILINGUAL CURRICULUM LESSON PLAN

Unit Title Shrines Level 4

Lesson Title Shrines on The Reservation

Objective: 1. The student will identify the different shrines on the reservation by orally telling about them and painting them on a map with 100% accuracy.

Procedures: Locate the shrines by using a map.
Provide the legends of the shrines, preferably in the winter.

Description of Activities:

Have student make his/her own map.
Take a field trip to the different shrines.
Take pictures of the shrines.
Write a story about the meanings of the shrines.

Resources:

1. People - resource people from different districts can tell the significance of different shrines.
2. Materials - map of reservation
3. Information - legends, pictures of shrines, resource book
4. Equipment - camera and film

Evaluation: The student should make a map showing the locations of the shrines and label them with 100% accuracy.
Retell the meaning of the shrines orally and in an essay.

LANGUAGE DEVELOPMENT

Vocabulary

Ho'ok	- Sleeping Giant
S'Kokoik	- Snake Town
o'ohana	- petroglyphs
Ban Ko:sh	- Good Year
Santa'an	- Santon
A'ga	- legend
Olberg	

Content Emphasis
Shrines are located in different districts of the reservation.
The shrines have legends which are learned by the tribe.

Thinking Emphasis
Identify shrines; comprehend legend; application skills applied to mapping; creating pictures of legends

Language Emphasis
Nouns, proper nouns, vocabulary words in Pima and English

LANGUAGE AND CULTURAL UNIT PLAN

Unit Title Pima Traditional Foods Grade 3 - 5

Theme: There are certain traditional methods of preparing Pima foods.

Concepts:
There are varieties of edible foods.
There are seasonal cycles and proper times to harvest.
Most of the edible plants found on the desert are highly nutritional.
There are special ways the Pima prepare the food.

Goals:
The student will learn the varieties of edible plants.
The student will understand the harvesting cycles.
The student will learn to prepare the foods.
The student will appreciate the Pima language in learning the traditional foods.

Objectives:

1. The student will identify __#__ edible plants found in the desert in oral and written exercises.
2. The student will write language lessons using the Pima words of traditional Pima foods and their proper seasons.
3. The student will report on the food groups and develop a chart with illustrations of the differences by labeling foods.
4. The student will prepare different dishes of Pima traditional foods.

Suggested Activities:

Introduce the various types of wild plants and have the child select proper ones in the Pima diet.
Read cookbooks of the Pima tribe.
Pima words will be pronounced for variety of foods.
The students will write sentences in Pima and English.
The students will develop a chart describing foods.
Take field trips and nature walks to identify edible foods.
Use field trips to gather plants.
Draw pictures or make student booklets of edible foods.
Practice writing the names of the foods in Pima.
Conduct oral exercises on developing the native language.
Use resource persons to discuss traditional foods, harvesting and preparation.
Write language experience stories about field trip, foods or preparation of traditional dishes.

Evaluation:
The student will practice oral and written exercises.
The student will participate and demonstrate knowledge and skills in preparing Pima traditional foods.

Materials and Resources Suggested:

- Resource people
- Field trips
- Gathering of plants
- Gathering of wood
- Grinder for corn and chili
- Pot, meat, chili, beans
- Picture cards of food
- Visual display
- Chart on seasons
- Worksheets
- Scissors
- Paste
- Word list

Vocabulary List:

ivagi -_eat
onkivagī - harvest
opoŋ - prepare
bavĭ - beans
chimath - tortillas
gaivsa - parched corn
pa:ñ - bread
i:vak - spinach
pilkañ - wheat
poshol - wheat & brown beans
ko:kol hidad - chili stew
ko:kol - chili
hu:ñ - corn
ba:bas - potatoes
thamal - tamale

Language Lesson:

Read the names of the foods in Pima.
Study Pima words.
Pronounce each of the words for each food.
Write exercises using Pima food words in a sentence.
Problem solving, oral explanation, listening skills applied.
Color worksheets identifying the types of food.
Cut out pictures of spinach and other plants from magazines.
Write an essay on wild spinach, edible plants and plant names.

A:n ens - nak g ba:bas - I like potatoes.
A:n e n nathok pa:n - I am making bread.

Related Content Areas:

- Spelling
- Language Arts
- Writing
- Home Economics
- Social Studies
- Ethnobotany
- Health
- Science

Materials Prepared:

- Word list
- Food chart
- References
- Visual Display
- Visual Cards
- Ditto coloring
- Slide presentation
- Plant illustrations
- Food picture cards
- Ground corn
- Dough for tortillas
- Wheat
- Brown Beans
- Wheat dough for popovers

Cross Reference with Other Cultural Awareness Lessons:

- Pima Language
- Traditional Foods
- Pima Culture

BILINGUAL CURRICULUM LESSON PLAN

Unit Title Pima Traditional Foods Level 3 - 5

Lesson Title Edible Foods in the Desert

Objective:
1. The student will know when the time will come for harvesting the edible foods with accuracy.
2. The student will explain how the food is picked in written exercises.

Procedures:
Introduce the edible foods to the student.
Present the different ways of picking the edible foods.
Present the edible food words in Pima and English.
Introduce elders to discuss the traditions of the Pima.

Description of Activities:

Make a booklet of wild food (draw pictures, etc.) written in language experience stories.
Take field trips on desert of the Gila River community.
Create words from the letters in the food names.
Write the names of the foods in Pima.
Find as many names of wild foods in Pima on a worksheet.

Resources:
1. People - teacher, parents, elders, grandparents, community people and consultants
2. Materials - paper, pencils, chalk and blackboard, picture cards, lesson plans, poster board
3. Information - Pima resource persons' stories, books with picture of desert foods, picture cards
4. Equipment - slides of desert wild foods, tapes, tape recorder, slide projector, overhead transparencies, language master and cards

Evaluation:
The student will identify the 4 types of foods in Pima.
The student will write sentences using 4 food words in Pima.
The student will recognize the 4 Pima foods.

LANGUAGE DEVELOPMENT

Vocabulary

hanam - cholla buds (cactus)
hasha̱n - saguaro cactus
chuvǐ - jackrabbit
kakachu - quail
ho:hi - dove
pilkaň - wheat
opon - wild spinach
kuavu̱l - squaw berries
thobī - cottontail rabbit

Content Emphasis
Edible foods on our desert are a major source of Pima diet.

Thinking Emphasis
Identify the edible foods on desert.

Language Emphasis
Sharing native language with others.

BILINGUAL CURRICULUM LESSON PLAN

Unit Title Pima Traditional Foods Level 3 - 5

Lesson Title Preparing Poshol

Objectives:
1. The student will gather all ingredients for poshol as an in-class project.
2. The student will prepare a large pot of poshol and cook it properly.

Procedures: The instructor will demonstrate the ingredients included and the method of preparing the wheat and beans. The student will follow instructions in the same manner.

Description of Activities:

Take a field trip to acquire beans and wheat.
Bring beans and wheat ingredients to class.
A demonstration of the process of preparing and cooking poshol will be presented.
Instructions will be provided orally in Pima and English.
The student will follow step-by-step instructions.
Write a booklet on making poshol.

Resources:
1. People - elderly and community people
2. Materials - wheat, beans, fire, container
3. Information - book on Pima foods and edible plants; instructions
4. Equipment - cooking utensils, place to cook

Evaluation: Teacher observation; students following steps; student preparing poshol; and oral discourse on preparing poshol.

LANGUAGE DEVELOPMENT

Vocabulary

pilkan̆ - wheat
posẖol - wheat & brown beans
bavĭ - brown beans

Content Emphasis

Wheat and brown beans is a traditional food. Follow steps in preparation of the poshol.

Thinking Emphasis

Understanding ingredients included and knowing how to prepare poshol.

Language Emphasis

Translation of Pima words for the ingredients into English.

LANGUAGE AND CULTURAL UNIT PLAN

Unit Title Pima Traditional Foods - Wild Game Grade 3 - 5

Theme: A variety of wild game of life are part of Pima food.

Concepts: Some of the wildlife game on the desert of the Pima Reservation are jackrabbit, rabbit, dove, and quail.
Wildlife game are a source of the Pima diet.

Goals: The student will learn how our people depend on these wildlife game as food for survival in the past and present.
The student will understand how to classify the wildlife game into food categories.
The student will learn how to say the names in Pima and English.

Objectives:

1. The student will be able to identify the 4 wild game food when the teacher asks in an oral exercise with 75% accuracy.
2. The student will write 4 types of wild game foods in Pima with 75% accuracy.
3. The student will name the 4 game foods in Pima and explain about them orally.
4. The student will spell the food names in Pima and English with at least 75% accuracy.
5. The student will write short phrases using the food names.

Suggested Activities:

Introduce the different types of wild game foods.
Field trips will help identify the places to find the game.
Dialects and languages will be used for language experience approach.
Linguistic and phonetics will be used during writing.
Discussion of the games will be stimulated by the teacher.
Have elders tell legends of the different game.

Evaluation: The student will read and write phrases in Pima.
The student will say the words in Pima orally.
The student will describe the different game foods.
Spelling tests will help measure language proficiency.

Materials and Resources Suggested:

Chalk
Blackboard
Pencils
Picture cards
Language master cards
Magazines
Illustrated pictures
Community resources
Parents
Grandparents
Teachers
Teacher aides

Vocabulary List:

ho:hi	dove
kakachu	quail
chuvĭ	jackrabbit
thobĭ	cottontail rabbit

Language Lesson:

- Reading
- Writing
- Spelling
- Oral exercises

I:da chuvi o s-meldag	This jackrabbit runs fast.
I:da kakaichu o shoak	This quail is crying.

Related Content Areas:

- Education
- Linguistics
- Language Arts
- Social Studies
- Writing
- Reading
- Spelling
- History
- Speaking
- Home Economics

Materials Prepared:

- Vocabulary list
- Food chart
- Flash cards
- Filmstrips
- Test papers on spelling
- Vocabulary cards

Cross-Reference with Other Cultural Awareness Lessons:

- Pima Language Development
- Pima Linguistics
- Pima History
- Pima Culture

LANGUAGE AND CULTURAL UNIT PLAN

Unit Title Plants and Their Medicinal Use Grade 4 - 8

Theme: There are classifications of plants and how they may be used in the Pima culture.

Concepts:
A variety of plants thrive in the desert.
Plants have medicinal uses.
Plants fit into special classifications for food and medicine.

Goals:
The student will understand the uses of certain plants.
The student will appreciate how some plants can help the Pimas.

Objectives:

1. The student will list in alphabetical order the names of plants and their medicinal uses in a homework assignment using 20 examples.
2. The student will choose five plants and write the names of each in Pima as an in-class assignment.
3. The student will identify medicinal plants and report the usage of each plant both as an oral assignment and as a written assignment, using Pima and English.

Suggested Activities:

Take a field trip to look for the plants.
Take pictures of the plants that are on the reservation.
Present information on plants that were collected.
Draw pictures of the plants.
Identify the parts of the plants and their use.
Identify the difference between food and medicinal plants.
Identify some plants used as food and medicine in some of the Southwest tribal cultures.

Evaluation: The student will identify and classify at least five plants that have medical uses on a written test with 100% accuracy in the Pima language.
Teacher observation of student work and participation to be noted.

Materials and Resources Suggested:

Camera and film
Pencils
Paper
Pima Dictionary

Resource people
Markers
Crayons
Plants

Vocabulary List:

shegoi - greasewood
kwi - mesquite tree
ushap - mesquite sap (clear)
kwichuvadak - mesquite sap (black)
schuk-bith - blackmud
sivi'gel - carrot like pain

Language Lesson:

- Pronunciation skills
- Writing exercises
- Recognition of words
- Vocabulary building

Related Content Areas:

- Language Arts
- Reading
- Health
- Science
- Medicine
- Math
- Science
- Ethnobotany
- Social Studies

Materials Prepared:

- Plant samples
- Plant coloring book
- Slides

Cross-Reference with Other Cultural Awareness Lessons:

- Traditional Medicine
- Traditional Ceremonies
- Pima Health
- Medicinemen
- Pima Culture

BILINGUAL CURRICULUM LESSON PLAN

Unit Title Plants and Their Medicinal Uses Level 4 - 8

Lesson Title Identification of Medicinal Plants

Objective: 1. The student will demonstrate knowledge of various medicinal plants and their uses orally with 80% accuracy.

Procedures: Introduce plants daily.
Assign homework where students ask parents or community members about specific plants and their traditional uses.
Compile a word list.
Pronounce names of plants in Pima and English.
Write short summaries of each plant.

Description of Activities:

Take field trips to identify plants.
The students will practice pronunciation of the words.
The students will do research on the plants and search for other plants and their names from the community and home.
The students will learn to write plant names in Pima.
The students will write reports on the plants and explain their uses.

Resources:
1. People - parents, community members, teachers, teacher aides
2. Materials - Pima Dictionary, Pima orthography, charts, paper, pencils, notebooks
3. Information - resource books, library, parents and community members knowledge
4. Equipment - audiovisual aids, camera and film

Evaluation: Student discussion regarding purpose of plants, color, characteristics, importance as well as written assignments and reports.
Homework assignments and testing will be provided.

LANGUAGE DEVELOPMENT

Vocabulary

shegoi - greasewood
schuk-bith - blackmud
sivi'gel - carrot like pain
kwi - mesquite tree
ushap - mesquite sap (clear)
kwichuvadak - mesquite sap (black)

Content Emphasis

Writing the words of medicinal plants in Pima and listing the definitions.

Thinking Emphasis

Finding the word for each plant and medicinal uses; research on the plants.

Language Emphasis

Vocabulary - oral and writing in Pima

LANGUAGE AND CULTURAL UNIT PLAN

Unit Title Pima Consonants and Vowels Level 1 - 3

Theme: Pima language and writing is cultural and useful when taught within the school system on the Pima Reservation.

Concepts: Words are formed by using the Pima orthography chart.
In order to write the language, consonants and vowels will be introduced.

Goals: The student will learn to differentiate the consonants from the vowels.
The student will begin to write words with beginning consonants using simple Pima words.

Objectives:

1. The student will be given a pre- and post-test in Pima and English on consonants and vowels.
2. The student will read all the consonants from the Pima chart with 100% accuracy.
3. The student will identify words with vowels from a worksheet with 80% accuracy.
4. The student will write 10 words with beginning consonants from a list of Pima words with 100% accuracy.

Suggested Activities:

Make a Pima vowel and consonant chart with illustrations.
Write 20 words as in-class exercise with beginning consonants.
Create picture illustrations with Pima words.
Bring in resource people to expand Pima word usage.

Evaluation: The student will sound out the consonants correctly in oral exercises.
The student will differentiate between vowels and consonants in a pre- and post-test.
The student will write at least one word for each letter when given a written test.

Materials and Resources Suggested:

Pencils
Paper
Crayons
Colored markers
Resource person
Writing chart
Poster board
Drawing paper
Chart holder

Vocabulary List:

Vowels:

a - a'an
e - eda
i - ipud
o - on
u - lu:lsi

Consonants:

b - ban
ch - chuvi
d - dai
g - ga:th
j - ju:
k - ki:
l - lu:lsi
m - mob
p - pa:n
s - si:l
t - thai
v - vakial
y - va:vi

Note:
Many examples can be developed by teachers and aides.

Language Lesson:

The student will read the consonants and vowels.
The student will develop writing skills.
New vocabulary words will be learned.
New vocabulary words will used in sentences.
The Pima words will be practiced orally and in writing.

Related Content Areas:

Language Arts
Reading
Spelling

Materials Prepared:

Use dictionary for information.
Use sight word flash cards.
Use the Pima consonants and vowels chart

Cross-Reference with Other Cultural Awareness Lessons:

Pima Vocabulary
Traditional Pima Activities
Pima Culture

LANGUAGE AND CULTURAL UNIT PLAN

Unit Title Vowel Sounds in Pima Language Grade 1 - 4

Theme: The Native American Indian language has unique vowel sounds.

Concepts:
The Pima language has a unique vowel system.
Some of the sounds are different than the English language.
Each symbol is one letter/one sound.
Vowels are used with consonants to form words.
Vowels can be elongated.

Goals:
The student will learn the vowel symbols in the Pima language.
The student will learn the vowel sounds in the Pima language.
The student will write a word using each vowel.

Objectives:

1. The student will be able to recite the vowel symbols and sounds orally in the Pima language with 100% accuracy.
2. The student will write out at least 10 words using the vowel sounds with 85% accuracy.
3. The student will recognize each vowel by sight by pointing to each vowel, a, e, i, o, and u on the blackboard with 100% accuracy.
4. The student will be able to distinguish each vowel sound between Pima and English with 100% accuracy.

Suggested Activities:

The student will use the mouth chart to show where the tongue is and how the sound comes out for each vowel.
The student will repeat each vowel after the teacher pronounces each one.
The student will recognize each vowel and will place each one on the flannel board and pronounce each one in Pima.
The student will write sentences using Pima and English words.

Evaluation:
Teacher observation
The student will be able to identify and pronounce each vowel
The student will demonstrate by using each vowel in a word orally.
The student will be tested when given a list of 10 words to pronounce orally when a vowel is pointed out.

Materials and Resources Suggested:

Flannel board
Construction paper
Markers
Scissors
Paste
Crayons
Mouth chart
Thumbtacks
Tagboard
Elders
Chalk
Chalkboard

Vocabulary List:

a - a'an
e - eldag
i - i:
o - o:g
u - u'u

a - a'an - feather
e - e:ed - blood
i - ipud - dress
o - olas - round
u - u:pio - skunk

a - a-kam - check
a - a:li - child
e - e-eniga - clothes
i - i-i: - to drink
o - o: - back (part of body)
u - u:s - stick

a ike in - was
e ike in - nickel
i uke in - see
o ike in - August
u ike in - moon

Language Lesson:

Write sentences using the vowels in Pima
Write sentences filling blanks and matching words
Write each vowel.
Use each vowel in Pima.

Related Content Areas:

Reading
Language Arts
Spelling
Linguistics

Materials Prepared:

Flannel board
Mouth chart
Letter for each vowel with pictures
Word list
Vowel chart
Flash cards

Cross-Reference with Other Cultural Awareness Lessons:

Pima Linguistics
Reading - Pima Language
Pima Dictionary Building

BILINGUAL CURRICULUM LESSON PLAN

Unit Title Vowel Sounds in Pima Language Level K - 2

Lesson Title Pronunciation and Spelling Exercises

Objective: 1. The student will be able to recite the vowel sounds orally in the Pima language with 85% accuracy.

Procedures:
Present a vocabulary list of English words for comparison to Pima.
Introduce Pima vowel chart.
Give examples of each.
Use of tape recorder and flash cards.
Use of a flannel board.

Description of Activities:

The student will identify by pointing out and correctly pronouncing vowels from a Pima word list.
The student will orally identify points of articulation when given a vowel using the mouth chart.
Illustrate a picture for each vowel sound.
Write key words for the vowel sounds.

Resources:
1. People - instructor, linguists, students, elderly
2. Materials - crayons, pencils, paper, chalkboard, tapes flash cards, vowel charts
3. Information - linguists, vocabulary words
4. Equipment - tape recorder, vowel charts, flannel board

Evaluation:
In-class oral exercises will be repeated.
The student will be able to say the vowel sound and give an example orally when instructor points to the vowel on a vowel chart.
Spelling test of 10 Pima words with 80% accuracy.
Teacher observation; have student identify points of articulation on mouth vowel chart.

LANGUAGE DEVELOPMENT

Vocabulary

a'an - wings/feather
eldag - skin/hide
i: - drink
o:g - father
u'u - bullet
e - e:ed - blood
i - ipud - dress
o - olas - round
u - u:pio - skunk

Content Emphasis

Sounds, words, phrases, sentences, paragraphs

Thinking Emphasis

Repetition of sounds; studying sounds; identifying the vowels

Language Emphasis

Pima to English translations, oral production of sounds, written test; using vowels in sentences.

LANGUAGE AND CULTURAL UNIT PLAN

Unit Title Suffixes in the Pima Language Grades 3 - 5

Theme: Finding words in the Pima language that have suffixes with 'mad' and 'kud.'

Concepts:
Suffixes are the ending sounds of a word.
Suffixes added onto words in 'mad' usually mean to put.

Goals:
The student will identify ten words that have suffixes with 'mad.'
The student will identify ten words that have suffixes with 'kud.'
To teach students that the verb 'kud' in Pima changes a verb noun and is called an instrumental suffix and an imperative command.
To teach students how to write suffix words in Pima.

Objectives:

1. The student will be able to write a sentence using the suffix words in Pima with 75% accuracy.
2. The student will be able to read a sentence and know the word is the suffix in Pima with 75% accuracy.
3. The student will be able to discuss the suffix words in Pima with 100% accuracy.
4. The student will be able to write 10 words that have suffixes with 'mad' and 'kud.'
5. The student will be able to pronounce 10 words with suffixes with 'mad' or 'kud.'
6. The student will be able to write both imperfect and perfect sentences in Pima with 100% accuracy.
7. The student will be able to recognize both imperfect and perfect sentences when he/she reads them with 100% accuracy.

Suggested Activities:

Discussion and group activity will reinforce learning activity.
Write the suffix words as in-class assignments.
Oral exercises to build on pronunciation skills.
Provide word lists and worksheets.
Have students write imperfect and perfect sentences in Pima and English.

Evaluation:
The student will be able to write 4 suffix words in Pima.
The student will be able to make 75% when given a test.
The student will be able to spell the words in Pima with 75% accuracy.
The student will be able to say words in Pima orally.
The student will write imperfect and perfect sentences in their native language.

Materials and Resources Suggested:

- Materials on unit
- Suffix words on cards
- Pencils
- Paper
- Blackboard
- Chalk
- Resource people
- Resource manuals

Vocabulary List:

mad

asugamad - add sugar to something
chimath - to flour
kokolmad - to add chili
sivulmad - to add onions

kud

vasonakud - broom
vapkonkud - wash or to wash
shishpakud - safety pin
nolavthakud - store

Language Lesson:

Pronounce words in Pima.
Recognize words in Pima.
Read the language.

Juan o'od chikpandam - John is a worker.
Luis od daikud - Louis owns a chair.
Maliya g chehin - Mary cover up
Juan o asu:gamad ge da:vi - John is sugaring his coffee.
Juan ath asu:gamad ge ka:vi - John added sugar to his coffee.

Related Content Areas:

- Language Arts
- Reading
- Spelling
- Writing
- Curriculum Development
- Linguistics
- Vocabulary
- Grammar

Materials Prepared:

- Unit plan
- Lesson plans
- Test
- Verb word list
- Noun word list
- Suffixes word list
- Worksheet with sentences

Cross-Reference with Other Cultural Awareness Lessons:

- Pima Culture
- Pima Linguistics

BILINGUAL CURRICULUM LESSON PLAN

Unit Title: Suffixes in the Pima Language Levels 3 - 5

Lesson Title: Pronouncing and Writing Suffixes with 'Mad' and 'Kud'

Objective: 1. The student will demonstrate the ability to apply the suffix concept by selecting the suffix from each word in a given list of words.

Procedures: Introduce 'mad' and 'kud.'
Homework; ask parents for some words to compile.
Pronounce words and write them.

Description of Activities:

Have students practice writing the words.
Have students practice pronouncing the words.

Resources:
1. People - parents and elders of community
2. Materials - Pima and Papago dictionary, Pima orthography, charts, paper, pencils
3. Information - resource book
4. Equipment - not applicable

Evaluation: Writing exercise
Homework assignments
Testing

LANGUAGE	DEVELOPMENT
Vocabulary asagamad chimath kokalmad kulamad sivolmad vasonakud vapkonkud sishpakud nolavthakud	Content Emphasis Writing the list of words Thinking Emphasis Finding the words and suffixes Language Emphasis Materials in Pima, writing vocabulary, oral pronunciation

LANGUAGE AND CULTURAL UNIT PLAN

Unit Title Body Parts in Pima Grades K - 3

Theme: Cultures have terms for body parts.

Concepts: Body parts have specific names.
Body parts have specific functions.
Each body part is easy to recognize.
It is important to take care of our bodies.

Goals: The student will learn the parts of the body in Pima.
The student will understand the functions of body parts.
The student will understand personal hygiene and know how to care for their own body.

Objectives:

1. The student will be able to recognize and name 5 body parts orally in Pima with 90% accuracy.
2. The student will select and place in proper position the body parts using the Pima terms with 90% accuracy.
3. The student will describe orally the functions of 5 body parts with 100% accuracy.
4. The student will define the body parts and functions with 90% accuracy.
5. The student will be able to illustrate tips on personal hygiene by showing at least 3 ways.

Suggested Activities:

Prepare a bulletin board display.
Make a flannel board with cut-outs for presentation.
Describe body parts and functions.
Hold a student group discussion.
Student will recite and practice identifying body parts and functions in Pima and English.
Provide xerox copies of body pictures for students to identify and color.
Have students make their own pictures.
Lesson on personal hygiene and rationale will be presented.
Worksheets, cut-outs, posting activities will be provided.
Conduct daily sessions on oral exercises to build on native language development.

Evaluation: In-class oral exercises
In-class demonstration with others in group
Worksheet; identifying body parts and apply to proper place
Bulletin board display of illustrations done by student
Test; oral and written

Materials and Resources Suggested:

Flannel board
Cutouts
Library resource material on body parts
Filmstrip
Record
Ditto worksheet
Pencils
Papers
Markers
Scissors
Construction paper
Chart of the body
Teacher
Parents
Consultant

Vocabulary List:

mo'o - head/hair
wi - eye
vupoi - eyes
da:k - nose
chin - mouth
kusva - neck
basho - chest
nonovi - arms
nonov - hands
kagio - legs
na:k - ear
honṣpadak - body
novi - hand
kayhio - leg
thad - foot
thathad - feet
o' - back

Language Lesson:

Write sentences using words from vocabulary list.
Listening skills, listening to records will be practiced.
Several example sentences will be provided and written by student.

Related Content Areas:

Science
Language Arts
Math
Music
Physical Education
Nutrition

Materials Prepared:

Flannel board cut-outs
Drawing paper
Records
Crayons
Ditto worksheets
Large picture chart display

Cross-Reference with Other Cultural Awareness Lessons:

Music - identifying body parts to music
Cultural Foods - nutrition
Dances - movement of body parts

UTE
Bilingual Education Project

"WYKOOPAH"

UTE

The Uintah and Ouray Reservation is located in Northeastern Utah within the Uintah Basin. The reservation consists of approximately 1.3 million acres of tribal and allotted lands.

The Uintah Mountains to the north of the reservation are the only major mountain range in the United States that run east and west. This mountain range has peaks reaching 13,000 feet above sea level, while the elevation in the Uintah Basin drops to 4,200 feet above sea level.

There are three major rivers in the reservation area and all have numerous tributaries flowing into them. These are the Green River which flows into the Colorado River; the White River which enters the Green River from the east near the town of Ouray; and the Duchesne River which enters the Green River from the west also near Ouray.

With the reservation spread over such a large area in such varying terrain, many different landscapes are found from forested mountains, rolling plains and valleys, grassy benchlands and plateaus, to barren canyons and benchlands, and semi-desert regions.

Fort Duchesne is the main headquarters of the Ute Tribe and the Bureau of Indian Affairs. The present tribal membership of the Utes is 1717.

The Uintah and Ouray Reservation is the result of a combination of many Presidential Executive Orders that affected both the land area and the different bands of Ute. Originally, the Uintah Indian Reservation was established by an Executive Order of President Lincoln on October 3, 1861. In 1864, Congress concurred with the President's directive and passed a law creating the Uintah Reservation.

In 1906, the Uintah and Ouray Reservation was opened for non-Indian homesteading, and 1,100,000 acres were withdrawn from the reservation by President

Theodore Roosevelt to create the Uinta National Forest Reserve. Homesteading was the start for much of the interior reservation land being removed from the Utes' control.

Today, the primary economy of the reservation is agricultural and livestock production. Petroleum production has also become increasingly important to the Ute economy.

Present industries operated by the tribe are a research laboratory, furniture factory, casting shop for developing art forms, the Ute Tribal Water System, and the Ute Livestock Enterprise.

The Ute tribe has also expanded into tourism by building the Ute Bottle Hollow Resort. This resort complex has a reservoir that is heavily stocked with fish. The Tribe manages its own Fish and Game Department with the reservation having an abundance of fish, deer and elk. The reservation offers backpacking and fishing in remote areas.

Bilingual Education

Education is becoming a primary resource for the Ute. The bilingual education program is developing and purposeful.

Educational Philosophy Statements

1) Children are the Ute Tribe's greatest resource.
2) We strive for human growth and development.
3) We view the recognition and preservation of the Ute culture as an integral part of human growth and development among our people.
4) Parents must assume responsibility for their children before equal educational opportunity is to be realized.
5) Education gives our people options to choose employment, life style, personal experience and association with other people.
6) It is through the educational development of our people that social problems can be minimized on our reservation.
7) It is through greater educational opportunity and support and strength of the family that strong tribal leadership shall be achieved.

Educational Goals

1) Indians on the Uintah and Ouray Reservation will feel good about themselves.
2) Tribal unity will help us build a strong tribal government.
3) We hope to live in the white man's world better.
4) Social problems will be minimized through stronger educational opportunities and achievements gained from our Indian students.
5) Ute culture will be practiced as a functional and integral part of everyday life.
6) Parents will be more supportive of their children's educational development.
7) The schools shall meet the needs of the Indian student.
8) Indian students shall achieve equally with non-Indians in school.
9) The unemployment rate will go down and employees will be more successful and productive.
10) The Ute Tribe will have human resource expertise and leadership necessary for growth and development.
11) The Ute Tribe will grow and prosper through self-determination.

Short Term Goals

1) Ute culture will be practiced as a functional and integral part of everyday life through language, values, religion, arts, crafts, history, medicine, tribal government and dance ceremonies.
2) Indians on Uintah and Ouray Reservation will achieve their potential in elementary and secondary education.
3) More students will pursue post-high school education in their choice of higher education or vocational training to increase their opportunities to obtain careers beneficial to the Ute community.

UTE ORTHOGRAPHY (Unofficial - A Standard Writing System has not been Adopted by the Ute Tribe to date)

a þ d dt e ee vf g h k m n o oo

p r s t u v w

LANGUAGE AND CULTURAL UNIT PLAN

Unit Title Family (Ute) Grades 2 - 4

Theme: Learning the family names in the Ute tribe for each member of the family makes the family unit stronger.

Concepts: All family members have a name.
Each family member's name is different in English and Ute.

Goals: Learning to say each family member's name helps children communicate better.
Each family member has a different role.
The student will learn to say each family member in Ute.
The student will respect the family unit.

Objectives:

1. The student will define the roles and responbilities of each family member as an oral exercise by identifying at least 5 distinct relationships: mother, father, grandfather, aunt, sister, etc.
2. The student will identify 7 members of the family by labeling pictures with 100% accuracy.
3. The student will orally recite in the Ute language names of family members with 100% accuracy.

Suggested Activities:

The student will make his/her family tree.
Pictures of family members will be used to make family tree.
Concept cards will be used.
Discuss the roles of family members.
Discuss the importance of a strong family.

Evaluation: Oral exercises
Discussions
Class project with each student making family tree

Materials and Resources Suggested:

Elders' pictures of family members
Charts
Pencils
Pens
Crayons
Tagboard

Vocabulary List:

mother
father
sister
aunt
brother
grandmother
grandfather
uncle

Language Lesson:

Sentences: You are my mother. (Use of proper nouns)
That is my sister.
Questions: Are you my grandmother?
Is she my aunt?

Related Content Areas:

Social Studies
Math

Materials Prepared:

Chart
Picture collection of each student's family
Research each student's family

Cross-Reference with Other Cultural Awareness Lessons:

Tribal History
Bands
Family Life
Ute Customs

LANGUAGE AND CULTURAL UNIT PLAN

Unit Title Ute Traditional Dance and Song Grades 3 - 5

Theme: The Utes are known for the traditional dance and Ute songs.

Concepts: There are significant meanings about the traditional dance.
There are many songs that are part of the traditional dance.
There are certain regalia worn in traditional dances.

Goals: The student will respect the traditional dance.
The student will understand the significance of dance and songs.
The student will learn the appropriate dress.

Objectives:

1. The student will be able to recognize 3 out of 5 traditional songs sung by the singers.
2. The student will be able to demonstrate the traditional dance step taught by an elder with 100% accuracy.
3. The student will be able to describe the meaning of the traditional dances as an oral or written assignment.
4. The student will be able to explain orally which of the 10 costumes to wear for the traditional dance with 100% accuracy.

Suggested Activities:

The student will learn the beat of the drum and the songs of traditional dance.
The student will practice the steps of the traditional dance, especially when to stop and dance.
The student will know how to assemble the costume for the traditional dance.

Evaluation: Oral test of the songs
Illustration of the dance
Participation, explanations, performance and accuracy regarding dress

Materials and Resources Suggested:

Resource person
Drum
Costume
Songs
Feathers
Bells
Cane drumsticks
Singer
Moccasins
Indian paint
Fan
Drum

Vocabulary List:

singing
drumming
walking
song
stopping
dancing
bells
drumsticks
fan
feathers
cane
necklace
Ute steps
paint
practice
elders

Language Lesson:

Listening activities will be practiced.
Oral exercise on aspects of the dance.
Dancing is fun.

Related Content Areas:

Music
Dance
Language Arts

Materials Prepared:

Have elder talk to the student about traditional dance, song, and demonstrate regalia, i.e. shirts and pants.

Cross-Reference with Other Cultural Awareness Lessons:

Dancing - Oral Tradition
Songs of Other Tribal Groups
Rabbit Dance
Forty-Nine
Round Dance
Bear Dance
Fancy Dance

BILINGUAL CURRICULUM LESSON PLAN

Unit Title Ute Traditional Dance and Song Level 3 - 5

Lesson Title Dance Steps - Recognition of Songs

Objectives:
1. The student will be able to demonstrate the traditional step taught by an elder with 100% accuracy.
2. The student will be able to recognize 3 out of 5 traditional songs sung by the singers.

Procedures: Introduce an elder to teach the student the meaning, songs and the dance steps of the traditional dance.
Use actual singers or recordings.

Description of Activities:

Traditional dance songs will be presented.
Meanings of the songs will be shared.
Students will practice dance steps in beat with the drum.

Resources:
1. People - elders, staff, students
2. Materials - cane, pictures of dress, Indian paint, drum, bells, feathers, etc.
3. Information - Meanings of songs
4. Equipment - Recording system

Evaluation: Oral test of the songs
Demonstration of the dance

LANGUAGE DEVELOPMENT

Vocabulary
singing
dancing
drum
drumstick
Indian paint
feathers
fan
cane
songs
traditional

Content Emphasis
Forty-Nine, Round Dance, Fancy Dance, Rabbit Dance, Traditional Dance, Intertribal Dance

Thinking Emphasis
Learning the songs; comparison and comprehension

Language Emphasis
Word meanings and materials

LANGUAGE AND CULTURAL UNIT PLAN

Unit Title Bear Dance Grades 1 - 5

Theme: The Bear Dance is a very important traditional dance to the Northern Ute Indians.

Concepts: There are specific steps to follow when doing the Bear Dance.
There is a legend about the Bear Dance.
There is a certain time for the Bear Dance.

Goals: The student will learn the steps to the Bear Dance.
The student will learn the legend of the Bear Dance.
The student will understand why the Utes hold a Bear Dance at a certain time of the year.

Objectives:

1. The student will be able to demonstrate all the Bear Dance steps to the teacher with 100% accuracy.
2. The student will reconstruct in sequence the legend of the Bear Dance by drawing 3 pictures.
3. The student will distinguish when the bear awakens by drawing 4 seasonal pictures and will draw a bear on the correct picture.

Suggested Activities:

The resource people will show the students the steps of the Bear Dance.
The student will practice the Bear Dance.
The teacher will present the legend of the Bear Dance and provide illustrations for the students.
A chart will be presented to students with the 4 seasons.
The students will take a field trip to one of the local Bear Dances in the community.

Evaluation: The student will draw 3 sequential pictures of the Bear Dance.
The student will demonstrate the Bear Dance steps.
Observation by teacher will assess student progress.

Materials and Resources Suggested:

Illustrations
Resource people
Drawing paper
Pencils
Crayons
Scissors
Willows
String sticks
Field trips

Vocabulary List:

Bear Dance
steps
English & Ute
hibernate
mountains
boulder
pinetrees
people
dance
corral
rasp
bone
resonance
chamber
tree branches
cedar trees
Ouray
Randlett
Whiterocks
boys
girls
shawl
vests
design
illustrate
social
old
new
modern
brush
belt loop
willows
string
sticks
legend
culture
tradition
seasons
bear
traditions

Language Lesson:

The student will learn how to spell 8 words on the word list.
Pronounce words orally and describe Bear Dance.
The student will learn the names of the seasons.
The student will question why they use the rasp to make the bear sound.
The student will reason why the belt loop is important to the women while dancing.

Related Content Areas:

Math
Social Studies
Science
Music
Dance
Language Arts

Materials Prepared:

Illustrations
Model of Bear Dance
Arrangements for field trips
Recording of music

Cross-Reference with Other Cultural Awareness Lessons:

Legends told by the Ute Indians
Counting in Ute
Seasons
Language Development
Music
Ute Customs

LANGUAGE AND CULTURAL UNIT PLAN

Unit Title Northern Ute Beadwork Grades 1 - 5

Theme: Beadwork is an important part of the Northern Ute tribal culture.

Concepts:
The Utes have a history of beautiful beadwork.
The Utes use beadwork to adorn their tribal outfits.
There are designs used in beadwork which signify beliefs and symbolism.
The deerhide is an essential aspect of beadwork.

Goals:
The student will learn the history of beadwork.
The student will realize the importance of beadwork to the tribe.
The student will demonstrate the art and workmanship of beadwork.
The student will learn the steps of tanning a deerhide.

Objectives:

1. The student will relate three historical aspects about beadwork orally with 100% accuracy.
2. The student will draw two different designs used in Northern Ute beadwork with accuracy.
3. The student will complete one choker as an in-class project.
4. The student will explain orally five sequential steps in tanning a deerhide with 100% accuracy.

Suggested Activities:

Resource people will relate the history of beadwork.
The teacher or resource person(s) will show beadwork.
Have students do a project of their own with the help and guidance of an instructor.
The teacher will show differences between designs of the Northern Ute beadwork and other tribes.
Have resource person tan deerhide in class explaining the five necessary steps.
Demonstrate the variety of articles which can be made.

Evaluation:
The student will recite orally the history of beadwork.
The student will draw two designs.
The student will make one choker.
The student will explain the five sequential steps in tanning the deerhide.

Materials and Resources Suggested:

Resource people
Drawings
Pencils
Crayons
Scissors
Beads
Wax
Thread
Loom
Canvas

Materials and Resources Suggested: (continued)

Buckskin
Deerhide
Brain (cow)
Sharp knife
Needles
Bucket
Examples of beadwork

Vocabulary List:

deerhide
beadwork
beads
colors
needle
thread
loom
crayons
pencils
scissors
history
mountains
country
design
steps
brain
knife
sharp
buckskin
bucket
canvas
tanning
deer
fur
soft

Language Lesson:

The student will explain how to make colorful beadwork.
The student will describe the steps in tanning a deerhide.
The student will research history of beadwork in books and orally interview elders.

Related Content Areas:

Math
Science
Social Studies
History
Arts and Crafts

Materials Prepared:

Beadwork
Drawing of designs
Examples of beadwork

Cross-Reference with Other Cultural Awareness Lessons:

Counting in Ute
Language Development
Northern Ute Designs
American Indian Beadwork

LANGUAGE AND CULTURAL UNIT PLAN

Unit Title Tanning Hide Grades 3 - 5

Theme: Tanning deerhide is important for cultural and traditional purposes.

Concepts:

Natural resources are used in tanning deerhide.
There are different steps involved in learning to tan the hide.
Each step is important in order for the hide to be well prepared, become soft and white in color.
Elders have their special way of tanning deerhide based on the necessary steps of preparation.
Learning the special ways involved for tanning depend on different purposes for which the hide will be used.

Goals:

The student will learn the various natural resources in tanning.
The student will learn the steps involved in tanning hide.
The student will understand the variety of purposes for which hides are used.

Objectives:

1. The student will explain the 7 basic steps in proper order after viewing a video presentation as an oral or written assignment.
2. The student will give an oral presentation involving all 7 steps involved.
3. The student will write and report a 2-page language experience story on the history of tanning hides.
4. The student will tell 5 out of 6 materials used in tanning the hide.
5. The student will be able to tell 6 out of 7 uses of the finished product (buckskin).
6. The student will prepare buckskin as a class project.

Suggested Activities:

Watch an elder tan the hide.
Use pictures showing the various steps involved.
Talk about the importance of each step involved.
Show examples of buckskin that has been tanned.
Tell about the various uses of buckskin.

Evaluation:

Doing a demonstration, the student will be able to explain the tanning process.
Using pictures, the student will show that there are certain steps to follow in order to make the tanning process complete.
Producing a finished product that has been prepared by the student.

Materials and Resources Suggested:

- Elders
- Pictures of each step involved
- Field trip
- Beaded articles

Vocabulary List:

- tanning
- soaking
- stretching
- cooking
- smelling
- buckskin
- beads
- scrape
- brain
- cutting

Language Lesson:

Where do we get the hide from?
How many days does it take to prepare?
What can you make out of buckskin after the tanning process is complete?

Related Content Areas:

- Social Studies
- History
- Arts and Crafts

Materials Prepared:

- Video cassette
- Field trip
- Buckskin (finished)

Cross-Reference with Other Cultural Awareness Lessons:

- Ute History and Traditions
- Arts and Crafts of Utes
- Ute Customs

BILINGUAL CURRICULUM LESSON PLAN

Unit Title Tanning Hide Levels 3 - 5

Lesson Title Steps in Preparing Buckskin

Objective: 1. The student will learn the 7 steps involved in learning to tan hides after weaving an actual presentation done by an elder and proceed to tell the steps in Ute.

Procedures: Using an elder to demonstrate the steps involved, the student will watch and give an oral presentation.
The steps will be explained thoroughly.

Description of Activities:

Bring in an elder to show and explain the various steps included in tanning.
The student will be given an opportunity to actually get involved in the process such as helping with the stretching of the hide.
The student will be able to follow the steps and produce a buckskin.

Resources:
1. People - resource person, consultant
2. Materials - pictures of actual work (finished); examples of uses
3. Information - speaking with elders, going to the home and watching the tanning process
4. Equipment - stick, knife, scraper, water, bucket

Evaluation: The student will do a demonstration and will be able to explain the tanning process.
Produce a buckskin based on steps learned.

LANGUAGE DEVELOPMENT

Vocabulary
tanning
soaking
stretching
cooking
smelling
buckskin
scraping
brain
cutting
beads

Content Emphasis
Proper steps to tanning hide learned.

Thinking Emphasis
The student will be able to give a presentation orally to the teacher explaining the 7 steps involved in the tanning process.

Language Emphasis
The student will demonstrate the parts of speech.

LANGUAGE AND CULTURAL UNIT PLAN

Unit Title Sound Systems (Ute Language) Grade K - 3

Theme: The Ute language of oral tradition possesses sound systems which are learned early and maintained with Utes.

Concepts: There are three bands with different dialects in the Ute language.
Words and sounds in Ute language have lots of glottal stops.
Basic sounds and parts of speech are integral within the Ute language.

Goals: The student will learn the Ute language correctly.
The student will identify the dialect of the Ute language.
The student will recognize all the basic sounds and parts of speech.

Objectives:
1. The student will be able to orally identify 10 Ute words by sound from a word list with 100% accuracy.
2. The student will be able to sound out 5 words in Ute orally.

Suggested Activities:

The alphabet will be taught.
A vowel and consonant chart will be presented.
Parts of speech will be discussed.
Recitations and practice exercises will help students.
The student will be able to translate Ute words to English.
Flash cards of words will be shown.
The student will learn the 3 different dialects of the Ute language.
The student will be able to use the basic sounds and parts of speech in Ute.

Evaluation: Oral test on the words, vowels, and consonant sounds and alphabet will be administered.
Written exercises and oral exercises will be assigned.

Materials and Resources Suggested:

Sound chart
Mouth chart
Vowel chart
Examples
Resource person
Ute dictionary

Vocabulary List:

word
sound
dialect
Ute
vowel
chart
mouth
examples of words

Language Lesson:

- Learning sets of words
- Oral exercises using vocabulary and word list
- Listening activities

Related Content Areas:

- Linguistics
- Language Arts
- Phonics

Materials Prepared:

Present a chart of sound-vowel and mouth chart.
Examples of words on a concept card will be shared.

Cross-Reference with Other Cultural Awareness Lessons:

- Ute Vocabulary
- Oral Tradition

LANGUAGE AND CULTURAL UNIT PLAN

Unit Title Morphemes Grades 1 - 3

Theme: Morphemes are the smallest unit of meaning in a Ute word.

Concepts:
Morpheme is a string of sounds that has meaning.
There are different types of morphemes.
Prefixes are attached in front of the morphemes.
Morphemes are in Ute words.

Goals:
The student will understand the meaning of morphemes.
The student will learn that there are different types of morphemes.
The student will learn that there are prefixes.
The student will learn that there a suffixes.
The student will understand that there are morphemes in Ute words.

Objectives:
1. The student will orally define the meaning of the word morpheme with 100% accuracy.
2. The student will write 5 different types of morphemes with 100% accuracy.
3. The student will identify orally 5 prefixes in a vocabulary list with 100% accuracy.
4. The student will discuss orally to the teacher what a suffix is with 100% accuracy.
5. The student will create a written word list of 10 Ute morphemes with 100% accuracy - with the help of the teacher.

Suggested Activities:

The teacher will present flashcards.
The teacher will talk about the meaning of words.
Have a list of words.
Show a film on morphemes.
Talk about taking things apart and putting back together.
Let student play with blocks or locking toys.
Be excited about it.
Discuss Ute morphemes.
Create a word list.
Make up a song to remind student the meaning of morphemes (in Ute).

Evaluation:
The student will orally define meaning of morpheme.
The student will write 5 different types of morphemes.
The student will identify orally 5 prefixes.
The student will discuss orally about suffixes.
The student will create a written word list.

Materials and Resources Suggested:

- Pencils
- Papers
- Film
- Flash cards
- Word list
- Blocks
- Locking tags
- Poster paper
- Ditto sheets

Vocabulary List:

- unhappiness-happiness
- happy unlock
- old-older-oldest
- laugh-laughing
- return-turn-returning
- unlocked-locked
- fast-faster-fastest
- play-playing-players
- impossible-possible
- exboxer-boxer

- (kakajeǰ)
- (aatu'/ɨj)
- (dunioic)
- (dua pəč)
- (doməməě)
- (kwçinə)
- (sařiiraǰ)
- (musaraj)
- (pariaraj)

Language Lesson:

The student will put together a list of prefixes and suffixes.
The student will put together a dictionary resource book.

Related Content Areas:

- Language Arts
- Spelling
- Penmanship
- Phonetics
- Science

Materials Prepared:

- Flash cards
- Vocabulary list
- Songwritten dittos

Cross-Reference with Other Cultural Awareness Lessons:

- Language Development
- Cultural Songs

LANGUAGE AND CULTURAL UNIT PLAN

Unit Title Verbs and Nouns - Subject "Ute" Grades 4 - 8

Theme: The Ute Indian language contains nouns and verbs. Subjects are not always in the same order when written in a sentence.

Concepts: One sentence can contain a subject, noun and verb. Another sentence can also contain the same as above but it will not always be the same order.

Goals: The student will write sentences and pick out a noun, verb and subject from each sentence written. The student will understand why each sentence changes and moves the subject, noun and verb either to the first part of the sentence or to the last depending on the way it is pronounced. The student will be given sentences explaining the changes.

Objectives:

1. The student will write 4 sentences and identify the subject, verb and noun in each out loud to the teacher with 100% accuracy.
2. The student will explain why the changes occur in each sentence to help him/her understand the changes.

Suggested Activities:

Write out sentences changing the wording in each sentence. The student will practice picking out the nouns, verbs and subjects in each sentence written on the blackboard. Sentence strips will be provided for the student to write down verbs, nouns and subject.

Evaluation: Oral and written tests will be given to the student to see if they can distinguish the above suggested activities.

Materials and Resources Suggested:

Sentence strips
Blackboard
Tag board
Chalk
Paper
Pencil
Pre-written sentences

Vocabulary List:

learning
identifying
defining
listening
writing
labeling
explanations
selecting
comparison
performance
practice
circling

Vocabulary List:

- learning
- identifying
- defining
- listening
- writing
- labeling
- explaining-telling
- selecting
- compares
- performs
- practices
- circling

Language Lesson:

- Listening activities
- Oral exercises
- Making sentences
- Learning to distinguish
- Making decisions

Related Content Areas:

- Science
- English
- Math
- Language Arts

Materials Prepared:

- Sentences written and prepared
- Sentences to be worked on by student
- Worksheets
- Charts; verb, noun and subject list

Cross-Reference with Other Cultural Awareness Lessons:

- Ute Language

LANGUAGE AND CULTURAL UNIT PLAN

Unit Title Berries Grades K - 3

Theme: Utes are well known for picking and drying berries.

Concepts: The berries are picked at a certain time of the season.
The Utes always dry their berries for winter use.

Goals: The student will learn to recognize the berries by name.
The student will learn the process of drying berries.
The student will learn when the berries should be picked and dried.

Objectives:
1. The student will be able to recognize 10 of the berries by naming them in Ute orally.
2. The student will be able to identify 4 out 5 groups of berries during field trips.
3. The student will demonstrate the process of drying berries with 100% accuracy.

Suggested Activities:

The teacher will describe the 5 groups of berries.
Provide illustrations.
A field trip will be arranged.
Coloring pictures will be given to students to color.
Elders will demonstrate how berries are prepared.
Students will participate in drying berries.
Language experience stories will be discussed.
Language lessons will recite vocabularies and parts of speech.

Evaluation: Oral test on naming the berries in Ute
Identification of different berries per illustrations
Participation in drying berries

Materials and Resources Suggested:

Resource person
Canvas
Bucket
Sticks
Apron
Pan
Water
Picked berries

Vocabulary List:

berries
canvas
sticks
elder
student
water
pan
apron
fieldtrip
dry
pick
hit
stoop
pull
gather
season

Language Lesson:

Learning how to pick and dry berries will be discussed.
Learn the time of the season to pick berries.
Prepare for a field trip.

Related Content Areas:

Home Economics
Biology

Materials Prepared:

Prepare for the picking of the berries.
Prepare for a field trip.
Illustrations to be colored.

Cross-Reference with Other Cultural Awareness Lessons:

Traditional Food
Plants

SHOSHONE

Rodney Mike

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SHOSHONE

The Duckwater Shoshone Elementary School is located on the Duckwater Reservation situated in a high desert valley in the East-Central portion of Nevada. The elevation is approximately 5,000 feet above sea level. Duckwater Reservation is remote, located a distance of 70 miles from the nearest town.

The population of the Duckwater Reservation is about 152 persons. The student population enrolled in the Duckwater Shoshone Elementary School is 32 pupils. Duckwater high school students must attend public schools, all of which are located a minimum of 50 miles distance from Duckwater.

Duckwater Reservation is a rural environment. The main source of employment is agriculture with most families raising cattle and hay on their small allotments. The school provides the second source of employment.

The Duckwater Shoshone Elementary School has been in operation since November 26, 1973 as an Indian community controlled school.

The school was originally established to offer Indian children an alternative to the poor quality of educational services offered through the public school system. The Shoshones contested that the public school was substandard, unresponsive, unprofessional and racist.

Therefore, Shoshones made formal complaints to the County Board of Trustees against conditions which existed in the public schools to rectify the situation. No remedies became apparent so the Shoshone Tribe was fortunate to establish and officially operate their own school.

During the ensuing years, the school has developed from a program which had an initial goal of simple survival to a program which now offers students above-average education services.

It is important to note, however, that when Duckwater parents withdrew their children from the public school to attend the Duckwater Shoshone Elementary

School, county officials threatened those parents with formal action to terminate their parental rights. Such action was never taken, but county and state officials continued to harass parents and challenge the legality of the school. Legality became a mute question in July, 1975, when Duckwater, along with most other Nevada tribal groups, retroceeded from the civil and criminal jurisdiction of the State of Nevada.

While the question of the school's legality has been removed, the negative attitude of county officials remains. The possible impact of that attitude on Indian children remains an ever-present threat to the Duckwater community as the public school is the only alternative, albeit unacceptable, to the Duckwater Shoshone Elementary School.

Now that the school is Indian controlled, the primary intent at this point is to capitalize on the language skills the children bring with them to school, regardless of the qualitative nature of those skills. Development of an environmentally based curriculum is also key to this approach. Such a curriculum is developed within the cultural, social, linguistic context in which the Shoshone childrens' enculturation takes place. The language experience model has been effectively implemented.

The training component of this program has been carefully designed, in consultation with the Shoshone bilingual staff and the parent advisory council to develop the capacity of the Shoshone community to provide these services on a permanent basis even after termination of federal support.

Educational Goals

1) Students will be able to effectively express themselves in oral English.
2) Students will exhibit proper English diction and appropriate grammar in oral English.

3) Students will develop a vocabulary which is appropriate to their social context.
4) Students will recognize and utilize appropriate levels of language depending upon the social/linguistic context involved.
5) Students will exhibit the ability to utilize a variety of written language styles, including:
    a) formal styles
    b) informal and personal styles
    c) technical writing
    d) creative writing
6) Students will demonstrate competence in listening skills, including:
    a) listening for content
    b) listening for interpretation
    c) critical listening

SHOSHONE ORTHOGRAPHY

(Unofficial - A Standard Writing
System has not been Adopted by
the Shoshone Tribe to date)

A a
B b
C c
D d
E e
F f
G g
H h
I i
K k
L l
M m
N n
O o
P p
S s
T t
U u
V v
W w
Y y
Z z
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LANGUAGE AND CULTURAL UNIT PLAN

Unit Title Shoshone Alphabet Grades K - 8

Theme: Learning the Shoshone alphabet is important for Shoshone children to know.

Concepts:
All sounds in Shoshone and English have a symbol.
Some sounds in Shoshone are different than English.
Learning the alphabet can be useful.

Goals:
The student will learn the importance of having an alphabet.
The student will learn the symbols for the different sounds.
The student will be able to differentiate the sounds between the Shoshone and English languages.
The student will learn how to put sounds together to form small words.

Objectives:

1. The student will be able to repeat all of the alphabet in the Shoshone and English alphabet with the teacher.
2. The student will be given 5 sounds that are different in Shoshone than in English and be able to orally show their differences with 100% accuracy.
3. The student will be able to write all the letters in the Shoshone alphabet with 100% accuracy.
4. The student will be able to write all the letters in the English alphabet with 100% accuracy.
5. The student will be able to write all the letters in the English alphabet with 100% accuracy.
6. The student will be able to orally tell all the differences in sound between English and Shoshone.

Suggested Activities:

Repeat the two alphabets together with the teacher.
Practice writing the alphabets (Shoshone and English).
Discuss the differences in sounds between the two alphabets.
Flash cards of letters will be shown to the student and they will be able to distinguish between Shoshone and English.
Use Language Master for those who have unusual difficulty.

Materials and Resources Suggested:

Flash cards
Paper
Pencil
Alphabet charts

Vocabulary List:

cat - gtm
dog - gii
boy - ma
girl - hu'
bat - za
sat - wa
rat - hun
pat - t'wa
mat - a'wa
fat - mia
for - gun
the - ci'

Language Lesson:

Distinguish the different sounds in each word in the word list.
Learn how to put the sounds together to form words.
Learn the Shoshone words.

Related Content Areas:

Spelling
Reading
Language Arts

Materials Prepared:

Flash cards
Alphabet chart
Vocabulary lists

Cross-Reference with Other Cultural Awareness Lessons

Traditional Ways Used for Teaching

LANGUAGE AND CULTURAL UNIT PLAN

Unit Title Oral Tradition Grades K - 8

Theme: Different cultures have their own oral traditions.

Concept: Shoshone stories are told orally.

Goals:
The stories are told by elders.
There are significant lessons told through oral tradition.
The student will appreciate traditional stories and learn to appreciate the stories.
The student will retell stories of oral tradition.

Objectives:

1. The student will be able to retell a story to classmates with accuracy in content and pronunciation.
2. The student will translate story from Shoshone to English.
3. The student will draw pictures based on the story and make a 10-page booklet.
4. The children will make hand puppets to dramatize the story and recreate the oral tradition.

Suggested Activities:

Make simple story books.
Illustrate pictures into stories.
Tell stories which are similar to other tribes.
Use filmstrips to relate other stories of tribes.

Evaluation:
Have the children retell the story with accuracy the sequential steps orally.
Make booklets and puppets.

Materials and Resources Suggested:

Have similar stories told by other cultures.
Research information gathered from different elders and consultants for story telling.
A chart showing the seasons when certain stories can be told.

Vocabulary List:

Any example of words used and illustrated by student.

Language Lesson:

The student will develop concept cards.
The student will help contribute to building a dictionary for the Shoshone language.
The student will practice parts of speech and vocabulary.

Related Content Areas:

- Social Studies
- Science
- History
- Music

Materials Prepared:

- Taped story
- Slide presentation
- Story books

Cross-Reference with Other Cultural Awareness Lessons:

- Shoshone Customs
- Shoshone Folklore

LANGUAGE AND CULTURAL UNIT PLAN

Unit Title Shoshone Language Study Grades 3 - 8

Theme: Shoshone orthography is in its beginning stages.

Concepts: There are certain methods used in writing the Shoshone orthography.
Orthography comes from various ideas put together.
Dialects are different in each tribe.

Goals: To teach the students about dictionary making.
To teach the students to appreciate his/her language.
To teach the students the value of his/her language.
To teach the students there are dialect differences.

Objectives:

1. The student will construct 10 pages of dictionary writing in English with 80% accuracy.
2. The student will recognize the difference between 5 Shoshone dialects and 10 other tribal dialects when heard on a tape recorder.
3. The student will orally choose the correct dialect 11 out 15 times.
4. The student will select a traditional short story and write a report on it in Shoshone with 85% accuracy.

Suggested Activities:

Work session on writing instructions will be conducted.
Work session on dictionary making will be conducted.
Bring in linguist.

Evaluation: The student will write a report on the value of Shoshone orthography.
The student will assemble 100 Shoshone words for making a Shoshone dictionary.

Materials and Resources Suggested:

Handouts
Dictionary examples
Concept examples
Felt markers
Index cards
Resource people
Consultants

Vocabulary List:

orthography
dictionary
phonemes
pronunciation
meaning
prefixes
dialect
morphemes
values
grammar
spelling
suffixes

Language Lesson:

In writing the Shoshone orthography, it is important to tell the difference between morpheme and phoneme, and be able to tell if the root word should have a prefix or suffix.

It is imperative to use the right grammar, know the meaning of the words and have correct spelling.

The pronunciation should be correct and have the right sounding dialect.

Related Content Areas:

Linguistics
Language Arts
History

Materials Prepared:

Two examples of concept cards
Examples of other tribe's dictionary, e.g. Pima, Papago, Havasupai and Hualapai

Cross-Reference with Other Cultural Awareness Lessons:

Linguistic Analysis
Oral Tradition

LANGUAGE AND CULTURAL UNIT PLAN

Unit Title Traditional Family Customs Grades 6 - 8

Theme: The Shoshone cradleboard has a cultural and useful purpose.

Concepts:
Shoshones have special beliefs and customs for raising children.
There are certain methods in making the Shoshone cradleboard.
Unique designs and symbols are woven on the cradleboard.
Cradleboards are made from various materials.
The cradleboard is most useful.

Goals:
The student will recognize the Shoshone cradleboard.
The student will appreciate his/her culture.
The student will learn the process of cradleboard making.
The student will know how to work with materials and produce a cradleboard.

Objectives:

1. The student will identify the types of natural materials used in cradleboard making orally after presented by the instructor and will name all 3 correctly in Shoshone and English.
2. The student will name in Shoshone the 3 reasons why a cradleboard is used with 100% accuracy.
3. The student will distinguish the differences between a cradleboard for a boy and for a girl with 100% accuracy.
4. The student will produce one cradleboard by correctly following all 5 steps after the instructor has presented the 5 steps.

Suggested Activities:

Listen to stories about babies and cradleboards.
Manipulate and demonstrate how a cradleboard is used.
Go on a nature walk to identify different trees and willows.
The instructor will present the 5 steps necessary in preparing the materials to make a cradleboard; providing illustrations.
Compare the cradleboard to other tribal cradleboards.
Research the history of Shoshones and tribal histories.
Observe an elder preparing willows.
Observe an elder preparing the buckskin.
Make a doll from cloth to fit in the cradleboard.

Evaluation:
Test the students by having them write a report on cradleboard making.
Test students on recognizing Shoshone designs by picking out the right design from 10 other tribal designs.
Test students on distinguishing between a cradleboard for a girl or a boy by having them pick out the correct design.
Quality of constructed cradleboard will be assessed by teacher.

Materials and Resources Suggested:

- Willows
- Yarns
- Large needle
- Elders
- Finished cradleboard
- Canvas
- Buckskin
- Knife
- Resource books
- Instructors

Vocabulary List:

- traditional
- buckskin
- weave
- bed
- baby
- safety
- culture
- canvas
- sew
- cradleboard
- security
- willow
- yard
- frame
- blanket
- utility
- procedures
- comfort
- materials

Language Lesson:

Listen and label parts of the cradleboard.
Follow directions.
The cradleboard is part of Shoshone culture.
The cradleboard is traditionally made.

Related Content Areas:

- Social Studies
- Math
- Home Economics
- History
- Arts and Crafts
- Health

Materials Prepared:

Handouts on different Shoshone designs for boys and girls.
Prepare resources suggested.
Have elder come into classroom to demonstrate.

Cross-Reference with Other Culture Awareness Lessons:

- Shoshone Folklore
- Natural Resources of the Reservation
- Family
- Shoshone Customs

BILINGUAL CURRICULUM LESSON PLAN

Unit Title Traditional Family Customs Levels 6 - 8

Lesson Title Shoshone Cradleboard

Objectives:

1. The student will identify the types of natural materials used in cradleboard making orally after presented by the instructor.
2. The student will name all three correctly in Shoshone and English.
3. The student will distinguish the difference between a cradleboard for a boy and for a girl with 100% accuracy.

Procedure: Have an elder from the community show the steps to follow in cradleboard making including going out to find the type of willow and other natural resources.

Description of Activities:

Nature walk with an elder.
Assist in the preparation of willows.
Assist in preparing the canvas or buckskin.
Webbing activities

Resources:

1. People - elder, teacher
2. Materials - willows, canvas, buckskin, yarn
3. Information - resource book encyclopedia, construction procedures
4. Equipment - knife, scissors, bowls for water, needle

Evaluation: Test students in distinguishing between a cradleboard designed for a girl or a boy by having them pick correctly.
Test student on recognizing the right type of willows by going out and picking the willows.

LANGUAGE DEVELOPMENT

Vocabulary

willows
buckskin
canvas
cultural
traditional
cradleboard
weave
sew
baby
comfort
utility
customs
materials
procedures

Content Emphasis

The importance of the cradleboard and how it is made.

Thinking Emphasis

Study webbing of other cultures and use of cognitive skills identifying and comprehending all levels.

Language Emphasis

Learn the different parts of making a cradleboard

SHOSHONE CRADLEBOARD - Webbing Activity

The concept is the use of cradleboards with the Shoshone people. The tradition is old and the construction of cradleboards is an on-going tradition. Based on the concept the student must bring forth other terms appropriate and related to this concept. It is an interesting activity for young and old. The way the Hualapai at Peach Springs School develop this concept further, is to apply native words first with the English translation.

practical
weave
leather
doll
knife
baby
buckskin
sew
canvas
mother
designs
father
SHOSHONE
CRADLEBOARD
willow
male
tradition
beadwork
customs
warm
female
comfortable
safety
security
cultural
beautiful
utility

LANGUAGE AND CULTURAL UNIT PLAN

Unit Title Taboos in the Birth of a Shoshone Child Grades 6 - 8

Theme: There are taboos in the birth of a Shoshone child.

Concepts: Acts of people can harm the child: father's role and mother's role.
The history of the Shoshone childbirth is important to Shoshone beliefs.

Goals: The student will learn to appreciate and respect the taboos of a mother-to-be.
The student will learn his/her role during the pregnancy of their mother.
Children will learn the differences between the old and new ways of childbirth.

Objectives:

1. Each student will be told about 4 taboos, e.g. why their mother cannot eat meat and be able to describe 2 taboos in an essay.
2. The student will be informed why babies are not born in the house and will write an essay and report to the class.
3. The student will give 2 reasons why a pregnant woman cannot ride a horse and should be able to state both reasons on an exam.

Suggested Activities:

Each student will be told why women cannot eat meat.
Charts of each shape of the baby in different stages will be presented.
Why traditional taboos are important will be explained.
Charts of things that can and cannot be done while pregnant will be developed.
Students will write essays.

Evaluation: Oral testing
Written testing
Information assignment

Materials and Resources Suggested:

Special birth places
Ceremonial births
Names
Films
Elders
Medicine man

Vocabulary List:

- child
- father
- mother
- taboos
- birthplace
- meats

Language Lesson:

- Learning of taboo activities
- Uses of charts and descriptions
- Discovering new information from elders
- Modern ways of childbirth

Related Content Areas:

- Science
- Health
- Foods
- History

Materials Prepared:

- Prepared worksheets and projects
- Charts of pregnancy and birth
- Charts of taboos
- Films
- Speaker

Cross-Reference with Other Cultural Awareness Lessons:

- Traditional Childbirth
- Customs
- Shoshone Folklore

LANGUAGE AND CULTURAL UNIT PLAN

Unit Title Traditional Clothing Grades 6 - 8

Theme: Traditional clothing is an aspect of one's culture.

Concepts:
Worn in ceremonial dances, each tribe has unique sewing patterns, designs and decorations.
Traditional clothing styles exist for particular tribes.
Basic colors are symbolic to a tribe.

Goals:
To teach the student to recognize the pattern and symbols of Shoshone ribbon shirts.
To teach the student respect for traditional clothing and to wear it proudly.
To teach the students to appreciate his/her ceremonial dances.

Objectives:

1. The student will draw 2 designs that are found on Shoshone ribbon shirts choosing from 6 illustrations with accuracy in selecting Shoshone styles.
2. The student will identify the Shoshone ribbon shirt by picking out 3 shirts out of a display of 10 shirts from other tribes.
3. The student will produce one Shoshone ribbon shirt with the right design, pattern and materials with accuracy.

Suggested Activities:

Observe film strips on other tribal ceremonial dances.
View pictures and illustrations.
Model showing of ribbon shirts will be presented.
Listen to an elder tell about their culture.

Evaluation:

The student will draw a picture of a Shoshone ribbon shirt showing both front and back sides.
Homework assignments will be given.
Exams will be given.
The student will produce one shirt.

Materials and Resources:

Elders
Resource books
Filmstrips
Pictures
Felt tip markers
Illustrations

Vocabulary List:

traditional	dancing
shirt	2-step
round dance	culture
symbolic	ribbon
ceremonial	war dance
dancing	shawl

Language Lesson:

It is traditional to wear a ribbon shirt during ceremonial dances.
One can participate in a war dance, round dance and 2-step, which is part of the culture.
It is symbolic for the female to wear shawls.

Related Content Areas:

Math
History
Social Studies
Home Economics

Materials Prepared:

Make handouts available on different types of designs for Shoshone ribbon shirt.
Have handouts available on different types of designs for other tribes.
Make two filmstrips available.

Cross-Reference with Other Cultural Awareness Lessons:

Native Dress
Shoshone Folklore

BILINGUAL CURRICULUM LESSON PLAN

Unit Title Traditional Clothing Levels 6 - 8

Lesson Title Ribbon Shirts

Objectives:
1. The student will draw 2 designs that are found on the Shoshone ribbon shirt choosing from 6 illustrations with accuracy
2. The student will identify the Shoshone ribbon shirt by picking 3 shirts out of a display of 10 shirts from other tribes.

Procedure: Present pictures of different types of ribbon shirts from different tribes; discuss patterns; cut out and make shirt.

Description of Activities:

The student will observe filmstrips of ceremonial dances of other tribes and observe what types of shirts are worn.

The student will do research looking for different types of ribbon shirts worn by other tribes.

Resources:
1. People - consultants, elders from community
2. Materials - resource books, filmstrips, illustration of designs of other tribal ribbon shirts, pictures, sewing accessories, scissors
3. Information - encyclopedia
4. Equipment - sewing machine

Evaluation: The student will produce one ribbon shirt.

LANGUAGE DEVELOPMENT

Vocabulary
traditional
ceremonial
symbolic
ribbon shirt
dancing
culture
war dance
round dance
2-step
shawl

Content Emphasis
The importance of traditional clothing and to appreciate his/her traditions.

Thinking Emphasis
Think of the designs that are to go on the shirts; identify and draw (application)

Language Emphasis
Learn all the materials that go on ribbon shirts.

LANGUAGE AND CULTURAL UNIT PLAN

Unit Title Shoshone Handgame Grades 6 - 8

Theme: The Shoshone handgame is a social and recreational event of the tribe.

Concepts:
Handgames are played by many tribes.
Young and old enjoy handgame and the songs.
There are a variety of songs which are a part of the handgame.
Certain materials are used, e.g. bones, sticks, drum, hiding.
Individual strategy, guessing, rules, rhythm and betting make handgames both interesting and enjoyable.

Goals:
The student will understand the strategy of the handgame.
The student will appreciate handgame songs.
The student will participate in handgame to learn the aspects of the game and make materials used for the game.

Objectives:

1. The student will beat drum to the right tempo while listening to a handgame song with consistency.
2. The student will demonstrate three ways to hide the bones as well as use the sticks correctly.

Suggested Activities:

Listen to handgame songs from recordings or actual singers.
Explain the use of handgame materials.
Discuss the hiding strategies and rules.
Practice using bones and sticks to guess songs.
Have student find proper sticks, so they can be used in the game.
Write language experience stories.

Evaluation:
Student participation will be observed.
Stress consistency in tempo rhythm.
Make materials used for the game.
Learn how to sing songs.

Materials and Resources Suggested:

Recording equipment
Resource people

Vocabulary List:

bones
guessing stick
drum
shawl
scarfs

Language Lesson:

Discussion about the handgame will be shared.
Writing about the handgame will be assigned.
Sing the handgame songs.

Related Content Areas:

- Social Studies
- Math
- Music

Materials Prepared:

- Handgame equipment
- Books on handgame
- Films on handgame

Cross-Reference with Other Culture Awareness Lessons:

- Indian Songs
- History of Indian Customs

BILINGUAL CURRICULUM LESSON PLAN

Unit Title Shoshone Customs Levels 6 - 8

Lesson Title Handgame Songs

Objective: 1. The student will beat out the right tempo while listening to a handgame song with consistency.

Procedures: Present the handgame songs by elders and other resource people.
Present the handgame songs with rhythm sticks and materials used during handgames and explain each with instructions on how handgame is played.

Description of Activities:

Elder will sing a handgame song while student beats to the right tempo.
Students will go out and get the rhythm sticks.
Songs will be practiced with beat and handgame rules.

Resources:
1. People - consultant, staff, students and elders
2. Materials - rhythm sticks, bones, guessing sticks
3. Information - songs and procedures described
4. Equipment - drum, tape recorder

Evaluation: The students should show consistency in rhythm.
The students will demonstrate correct use of bones and songs to show that they learned the songs.

LANGUAGE DEVELOPMENT

Vocabulary
handgame songs
rhythm sticks
handgame bones
guessing sticks
drum
tempo
hide

Content Emphasis
Learn the best handgame songs and the procedures.

Thinking Emphasis
Recall, comprehension and rhythm

Language Emphasis
Songs, materials and purpose of handgame

BILINGUAL CURRICULUM LESSON PLAN

Unit Title Shoshone Customs Levels 6 - 8

Lesson Title Handgame Songs and Procedures

Objective: 1. The student will demonstrate three ways to hide the bones as well as use the sticks correctly.

Procedures:
Explain how to use the bone.
Describe the different ways to hide the bone.
Describe how the sticks are used in this game.

Description of Activities:

Listen to handgame songs.
Instructions from elders and resources will be given.
Have students practice procedures and learn how to hide bone.
Listen to recordings.

Resources:
1. People - elders, teachers, resource people
2. Materials - bones, guessing sticks, tempo sticks
3. Information - procedures and songs
4. Equipment - tape recorder and drumstick

Evaluation:
The student will demonstrate how to hide the bones correctly.
The student will use sticks to produce consistent rhythm.
The student will be observed by the teacher.

LANGUAGE DEVELOPMENT

Vocabulary
bones
money
stick
songs
drum
blanket
scarfs

Content Emphasis
Learn how to hide bones and use sticks to handgame songs.

Thinking Emphasis
Strategy and guessing familiarity of songs will be reviewed

Language Emphasis
Vocabulary and songs will be practiced

LANGUAGE AND CULTURAL UNIT PLAN

Unit Title Leather Craft Grades 6 - 8

Theme: Working with leather is important in Shoshone culture.

Concepts:
Tools are necessary in working with leather.
There are techniques in preparing leather.
Eye and hand coordination are important.
There are a variety of designs and patterns.
Types and uses of carving have historical and modern application.

Goals:
The student will learn to appreciate the beauty of leathercraft.
The student will be able to demonstrate the art of leather carving, and will produce leather items.

Objectives:

1. The student will be shown 5 different kinds of leather and must categorize each kind according to their value status.
2. Each student will describe orally 2 of 5 kinds of leather that are mostly used to carve on.
3. The student will use all 8 of the basic tools to carve and tool a piece of leather with fair skill in craftsmanship.

Suggested Activities:

Charts will be shown on the uses of each tool.
Samples of different kinds of leather will be provided.
Charts and films to show each basic step of preparing leather and use of tools will be demonstrated.
Examples of finished projects will be shown.
The students will practice with tools and leather and will complete leather items.
Physical exercise and effort are necessary when using tools.

Evaluation:
Oral tests
Written tests
Carving assignment

Materials and Resources Suggested:

Carving instruments and tools
Dyes
Design booklets
Leather
Mallet

Vocabulary List:

mallet
dyes
needle
stamping
leather finish
leather
tool
lace
carving

Language Lesson:

Carving instructions will be explained.
Carving is fun and takes skill.
Leather is a part of history.
Learning tool names and uses will be emphasized.

Related Content Areas:

Math
Science
English
Arts and Crafts

Materials Prepared:

Worksheet and project instructions
Actual finished product
Chart of each step

Cross-Reference with Other Cultural Awareness Lessons:

Traditional Carving
Western Carving

BILINGUAL CURRICULUM LESSON PLAN

Unit Title Leather Craft Levels 6 - 8

Lesson Title Designs

Objective: 1. The student will be given 5 flower designs and will make 3 belt patterns out of them.

Procedures: The student will read different books on patterns, view films on patterns, and design their own patterns.

Description of Activities:

The student will practice stamping designs on leather. The student will be tested on the uniqueness of the design.

Resources:
1. People - carver, teacher
2. Materials - leather, tools, books, illustrations, paper, pencil, tracing paper
3. Information - carving techniques and designs
4. Equipment - iron plate and table

Evaluation:
Reading
Practicing
Finished product (3 belt patterns)

LANGUAGE DEVELOPMENT

Vocabulary
patterns
booklets
stencils
tracing paper
leather
flower
designs

Content Emphasis
The student will learn eye and hand coordination and design their own pattern.

Thinking Emphasis
The selection of pattern designs.

Language Emphasis
Nouns, parts of speech, vocabulary building

BILINGUAL CURRICULUM LESSON PLAN

Unit Title Leather Craft Levels 6 - 8

Lesson Title Tools and Craftsmanship

Objective: 1. The student will use all 8 basic tools and be able to carve and tool a piece of leather with fair skill in craftsmanship.

Procedures: The student will watch a film on basic leather craft.
The student will be given handouts and watch a demonstration of carving.

Description of Activities:

The student will practice using all 8 basic tools.
The student will choose a pattern.
The student will produce several leather projects.

Resources:
1. People - consultants, staff, other carvers
2. Materials - films, booklets, leather, designs
3. Information - reading about master craftsmen, types of leather used for carving
4. Equipment - tables, tools, paper, mallet, iron plates

Evaluation: Carving assignments
Tests

LANGUAGE	DEVELOPMENT
Vocabulary mallet leather dyes tool needles lace leather finish iron plate	Content Emphasis The importance of leather; learning carving as a trade in the future Thinking Emphasis The kinds of carving; different ways to carve; different designs to select from Language Emphasis Naming tools and practice of vocabulary

LANGUAGE AND CULTURAL UNIT PLAN

Unit Title History of Duckwater Indian Reservation Grades 6 - 8

Theme: The history of the Shoshone Reservation relates to early and contemporary life of the Duckwater Shoshone.

Concepts:
Reservations were established for Indians.
Indians have a special tax status on the reservations.
The BIA is a federal government agency that deals with Indians.
The reservation has its own tribal government.

Goals:
The student will learn why the reservation is so important to the Shoshone people.
The student will learn the importance of having a tribal government.
The student will learn why there are different laws and regulations on the reservation.
The student will appreciate living on the reservation.

Objectives:

1. The student will draw a time line showing the important events on the reservation since it started with 100% accuracy.
2. The student will receive 10 dates and be able to orally tell what important event happened on that date with 90% accuracy.
3. The student will be able to name an important person in the history of Duckwater and will write an essay with grammar accuracy why they were important.
4. The student will be tested on the Shoshone names of 5 different bands that live in Duckwater with 100% accuracy.

Suggested Activities:

Create time lines.
Make book reports and oral reports.
Research Duckwater history.
Interview elders about Duckwater.
Write essays.

Evaluation:
Time line documentation.
Give written and oral tests.
Request book reports.

Materials and Resources Suggested:

Books on history of Nevada
Paper and pencils
Elders
Charts and maps

Vocabulary List:

BIA
saws
Stockman Association
Bureau of Land Management
tribal bands
reservations
regulations
Tribal Council
aboriginal lands
water rights
taxation
boundary lines
ranching
tax status

Language Lesson:

The student will write reports on the special tax status.

The student will write the names in Shoshone of different tribal bands.

The student will talk to elders in Shoshone about how things were.

Related Content Areas:

History
Language Arts
Geography
Government

Materials Prepared:

Maps
Charts
Books
Teacher handouts

Cross-Reference with Other Cultural Awareness Lessons:

Traditional Life
Shoshone Tribal Government
Federal Relation with Tribes

LANGUAGE AND CULTURAL UNIT PLAN

Unit Title Elevation and Climate Grades 6 - 8

Theme: The character of the land on the reservation changes at different levels of elevation.

Concepts:

We find different kinds of geographical features, e.g. desert, mountains, villages, creeks, springs, waterfalls, washes, hills, canyons, roads, buildings, pastures, etc.

We have certain kinds of animals and certain kinds of plants on our reservation.

The elevation of a place is its altitute above sea level.

The elevation in feet or meters helps determine climate.

The elevation of our reservation is 5,623 feet and the elevation of Duckwater Peak is 10,006 feet.

The temperature on Duckwater Peak is almost always cooler than that of the reservation at any given time.

The plants and animals in the high mountains are different from those on the lower land.

Our cattle range in the mountains during the warm months and are brought down to the valley during the cold months.

Certain places in the valley have historical and spiritual importance for Shoshones.

Objectives:

1. The student will list in writing 9 out of 12 of the basic geographical features found on the reservation (Shoshone and English).
2. The student will name orally 6 animals and 6 plants that are found on our reservation (Shoshone and English).
3. The student will define 'elevation' in terms of feet and meters above sea level (either language) in a written assignment.
4. The student will explain how an altimeter works, which measures the weight of a small column of air, orally in either language.
5. The student will record temperatures and make comparisons between readings with 90% accuracy.
6. The student will identify in writing 6 animals and 5 plants that live in Broom Canyon with 100% accuracy in either language.
7. The student will explain why cattle graze in the mountains during the summer and are brought down during the winter, giving at least 3 reasons.
8. The student will relate the historic or spiritual meaning of 6 places on the reservation orally and in writing.

Suggested Activities:

Take a field trip around the reservation photographing and cataloguing physical features.

Suggested Activities: (continued)

Put the photographs on a large map of the reservation.
Take another field trip to observe plants and animals on the reservation.
Obtain several mountain climber altimeters and measure elevations of various points.
Compare those readings with elevations on maps.

Evaluation: Written tests, assignments, and oral exercises will be given.

Materials and Resources Suggested:

Vans for transportation
Camera and film
Note pads and sketch pads
Butcher paper for map
Several altimeters
Thermometers
Watches
Elders

Vocabulary List:

place
desert
mountain
valley
creek
ditch
spring
warm spring
waterfall
cattle range
wash
gulch
canyons
roads
building
pasture
elevation
Duckwater
Broom Canyon
Duckwater Peak

Language Lesson:

Labeling
Relating stories
Explanations
Using instruments
Record readings
Observations and reports

Related Content Areas:

Science
Math
History
Geography
Botany
Zoology

Materials Prepared:

Same as Materials and Resources Suggested

Cross-Reference with Other Culture Awareness Lessons:

Calendars
Seasonal Changes
Historical Significance
Range and Livestock

BILINGUAL CURRICULUM LESSON PLAN

Unit Title Elevation and Climate Levels 6 - 8

Lesson Title Identifying Physical Features

Objective: 1. List 9 out of 12 of the basic geographical features found on the reservation in Shoshone and English.

Procedures: Record as many natural and man-made features as possible using photography, drawings and written descriptions.
Do research in cartography and geography to obtain English names.
Ask elders to give Indian names.
Make a large map with the photographs pasted on.

Description of Activities:

Take a photographic field trip around reservation.
Have student note locations of their findings.
Sorting will be a small group activity.
Have one group explain their categories.
The student will learn the names and classes of things from elders.
A large map made by teacher will show few landmarks as points of reference.
Distances will be approximate.

Resources:
1. People - elders
2. Materials - notepads, drawing pads, clipboards, butcher paper with large map of Duckwater
3. Information - geographic showing names of physical features
4. Equipment - cameras, film, tape recorders

Evaluation: Written tests
Statements of criteria in objective

LANGUAGE DEVELOPMENT

Vocabulary
desert
mountain
valley
creek
ditch
spring
warm spring
waterfall
canyons
local place names

Content Emphasis
Social studies, science, history

Thinking Emphasis
Comparing, categorizing

Language Emphasis
Interviewing, recording, translating

LANGUAGE AND CULTURAL UNIT PLAN

Unit Title Astronomy Grades 6 - 8

Theme: We live on the planet Earth, third planet of the solar system.

Concepts:
The sun is a star.
A star is a "burning" mass of gases.
A star has a relatively fixed position in space with a galaxy.
A planet moves around a star in a predictable way and along a predictable path.
The planetary system in which we live is called the "solar system."
The solar system has nine planets.
The planets' names in English are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Neptune, Uranus and Pluto.
The planets appear in the oral tradition of the Shoshones.

Goals:
The student will understand what a star is.
The student will learn what a planet is.
The student will know the name of our star (sol) and our planetary system.
The student will know the names of the planets in Shoshone and English.
The student will recognize planets in the night, morning sky, in the case of Venus.
The student will do research on the astronomies of other tribes (i.e. Mayans, Incas) and other groups (Egyptians, Greeks) and compare their ideas.

Objectives:

1. The student will illustrate the correct order of the planets by placing model planets in their proper places on a model solar system.
2. The student will be able to state in writing three characteristics of a star.
3. The student will distinguish a star from a planet in two ways in writing.
4. The student will recognize the planets and name them orally when shown satellite pictures.
5. The student will be able to compare the astronomies of three cultures with respect to position of the sun, earth and stars in each one.

Suggested Activities:

Using balls of various sizes (ping pong, basketball, giant beach ball, the students will "role play" the solar system.
Using clay, the student will model the various planets.
The student will discuss the relative sizes of the sun and planets and possible ways of showing the differences.

Evaluation: Given model planets demonstrating the approximate size and physical characteristics of the planets (Jupiter and Saturn will not be scaled), the student will place all nine planets in their correct orbits.

Materials and Resources Suggested:

Use of balls of different sizes
Clay
Planet models

Vocabulary List:

star
sun
planet
earth
galaxy
orbit

Language Lesson:

"nearer to, farther from" the sun memory
"greater than, less than" relative size of planets

Related Content Areas:

Science
Math
History

Materials Prepared:

Pictures
Scale model drawing

Cross-Reference with Other Cultural Awareness Lessons:

Oral Tradition
Calendar
Seasons
Holidays

BILINGUAL CURRICULUM LESSON PLAN

Unit Title Astronomy Levels 6 - 8

Lesson Title Order of Planets in the Solar System

Objective: 1. The student will illustrate the correct order of the planets by placing model planets in their proper places on a model solar system.

Procedures: Role playing the planets.
Making planets with clay.
Discussion of relative size of planets with respect to each other and the sun.

Description of Activities:

Using balls of various sizes, e.g. ping pong, basketball, giant beach ball, the student will portray the planets in order around a central "sun."
The student will render the planets according to size and physical characteristics, e.g. Saturn's rings and Jupiter's spot.
The student will look up the actual sizes of the planets and talk about demonstrating their relationship according to size.

Resources:
1. People - teacher
2. Materials - balls of various sizes, clay, reference books
3. Information - the order of the planets, their major physical attributes, their sizes
4. Equipment - film on the solar system

Evaluation: The student will arrange all nine planets in their correct places and the teacher will observe their correct placement.

LANGUAGE DEVELOPMENT

Vocabulary
star
sun
planets
orbit
mass

Content Emphasis
Planets in solar system; math, art

Thinking Emphasis
Comparison, research, problem solving

Language Emphasis
"Nearer to, farther from," "greater than, less than" memory, discussion

LANGUAGE AND CULTURAL UNIT PLAN

Unit Title Learning Body Parts Grades K - 2

Theme: Learning body parts help students develop self-awareness.

Concepts: All basic body parts have specific names and functions.
Body part names are different in English and Shoshone.
Learning body part terms is useful in communicating with adults.
Nutrition and proper health practices help our bodies.

Goals: The student will learn the names of his/her body parts in the English and Shoshone languages.
The student will understand the basic functions of his/her body and body parts.
The student will understand the importance of health practices and proper nutrition.

Objectives:

1. The student will identify at least 10 body parts in English and the native language by pointing and saying the words orally.
2. The student will develop a chart by drawing 5 parts of the body and name the parts orally with 100% accuracy.
3. The student will identify 5 body parts labeled in English and translate the word in Shoshone with 100% accuracy.
4. Based on teacher's illustrated pictures of 5 different body functions, the student will name them in Shoshone with 100% accuracy.
5. The student will identify food groups and describe proper hygiene.

Suggested Activities:

Flash cards of specific body parts will be shown to the student to practice naming the parts and functions of the body in both languages.
Charts will be provided for student to draw body parts.
The student will be given word lists and will orally translate into English.
The teacher will describe the 4 basic food groups and provide illustrations for students.

Evaluation: Oral test
Drawing assignment
Chart illustration to be filled in by student
Assign student to keep a food journal of daily meals

Materials and Resources Suggested:

Magazine cutouts
Tagboard felt
Scissors
Team game
Construction paper
Crayons

Vocabulary List:

- nose
- leg
- mouth
- head
- eyes
- feet
- hair
- hand
- knee
- fingers

Language Lesson:

Listening activities
Oral exercise using vocabulary/word list

Making Sentences: Drinking water is necessary.
Dancing is fun.

Related Content Areas:

- Health
- Food
- Science
- Physical Education
- Language Arts

Materials Prepared:

- Prepared worksheet
- Food groups chart
- Actual foods

Cross-Reference with Other Cultural Awareness Lessons:

- Traditional Food
- Ceremonial Food

LANGUAGE AND CULTURAL UNIT PLAN

Unit Title Football

Grades 4 - 8

Theme: Football is a popular sport.

Concepts:
Rules are important in sports.
Sportsmanship is important in sports.
Physical fitness is important.
Sport competition teaches team spirit.

Goals:
The student will learn the concepts of football.
The student will learn to enjoy watching football.
The student will learn how to play football.

Objectives:
1. The student will learn strategies by reading the play book and show they know all the plays by playing in a scrimmage game.
2. The student will learn that sportsmanship rules can show they know them by practicing them while in a game.
3. The student will be able to run the mile under 6 minutes to pass the physical fitness test.

Suggested Activities:

Scrimmage games
Practice
Exercise program
Chalk talks
Pep rallies
Real games

Evaluation:
Written tests on plays
Physical tests
Official games
Scrimmages

Materials and Resources Suggested:

Playing field
Chalk and chalkboard
Play book showing offensive and defensive strategies
Equipment (football, pads, blocking dummies, helmets)

Vocabulary List:

Offense:
quarterback
halfback
fullback
end
tackle
guards

Vocabulary List: (continued)

Defense: middle guard
tackles
ends
linebacker

Center: wide receiver

Language Lesson:

Write sentences using vocabulary lists.
Write book reports about games on television.
Describe a play from the play book in a sentence.

Related Content Areas:

Physical Education
Math
Language Arts
History

Materials Prepared:

Play books
Diagrams
Charts
Exercise program

Cross-References with Other Cultural Awareness Lessons:

Tradition Games
Native Americans in Sports
College Football
Professional Football